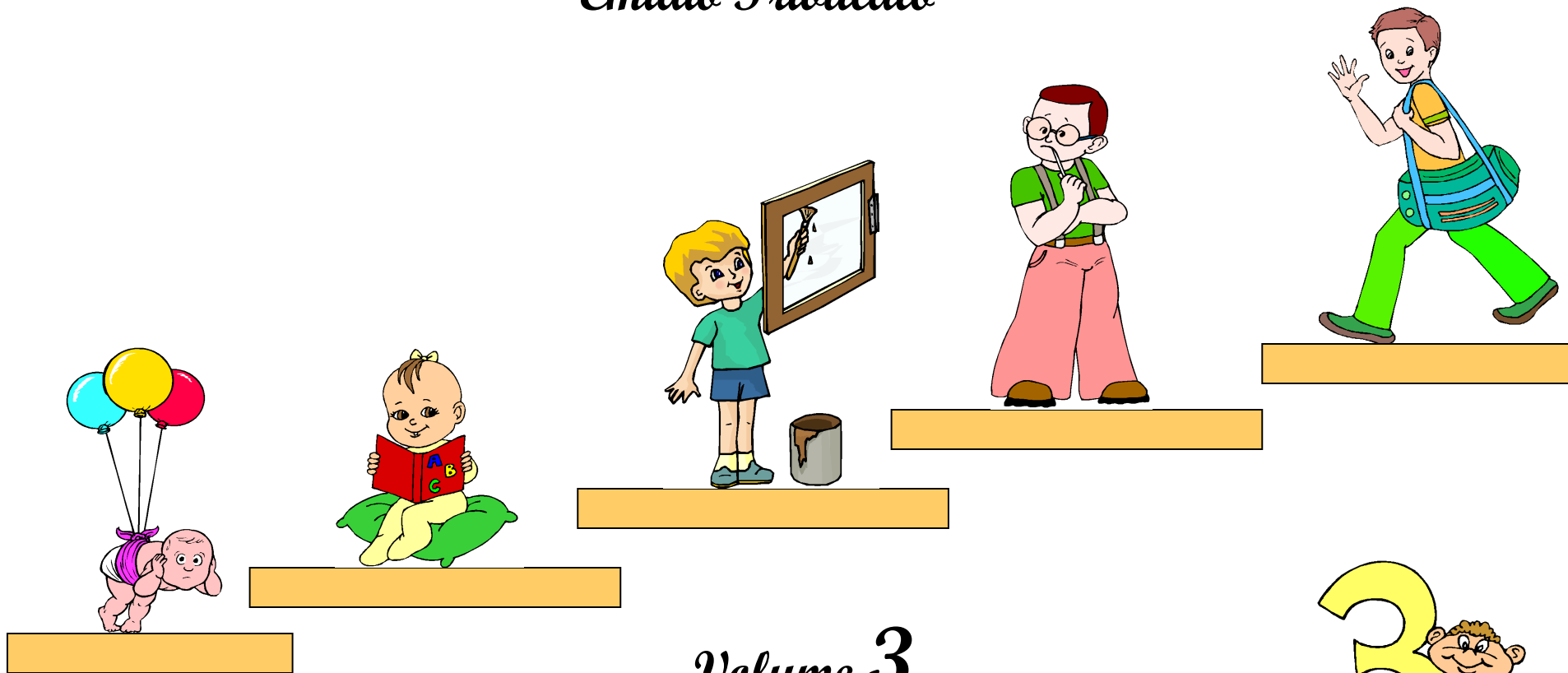


# VOGLIA DI CRESCERE

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

*Emidio Tribulato*



*Volume 3*

*Livello*



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

# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

*Emidio Tribulato*

## INDICE

<i>ASSOCIAZIONI LOGICHE</i>	<i>Pag. 3</i>
<i>LE STRADINE</i>	<i>“ 52</i>
<i>I LABIRINTI</i>	<i>“ 71</i>
<i>I PERCORSI</i>	<i>“ 126</i>
<i>LE TRAIETTORIE</i>	<i>“ 161</i>



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

E - mail: [logos.messina@tiscali.it](mailto:logos.messina@tiscali.it) --- Nuovo sito web: [www.cslogos.it](http://www.cslogos.it)

**Vol. II**

**I**

**Livello 3**

## 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

• ASSOCIAZIONI LOGICHE

---

• LE STRADINE

---

• I LABIRINTI

---

• I PERCORSI

---

• LE TRAIETTORIE

---

# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

*ASSOCIAZIONI LOGICHE*

## **ASSOCIAZIONI LOGICHE**

L'attività di associare un oggetto, un animale, un vegetale o una forma geometrica ad un altro, ricercando un possibile legame logico di uso, funzione, forma, posizione nello spazio, somiglianza, causa - effetto, parte - tutto ecc. implica la stimolazione di processi di astrazione, classificazione ed organizzazione spaziale, basilari per lo sviluppo intellettuale.

### **UTILIZZAZIONE**

Per utilizzare tali schede basta indicare al bambino l'immagine presente nella parte sinistra, chiedendo di associarla con un'altra disegnata nella parte destra. Nei bambini sordi, si cercherà di utilizzare il segno mimico che significa legame. Dopo che il bambino avrà effettuato l'associazione l'educatore chiarirà il motivo che lo ha spinto ad effettuare tale scelta.

### **VERBALIZZAZIONE**

1<sup>a</sup> Fase

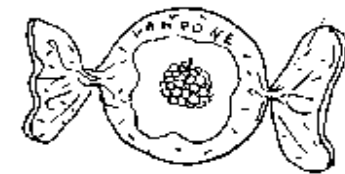
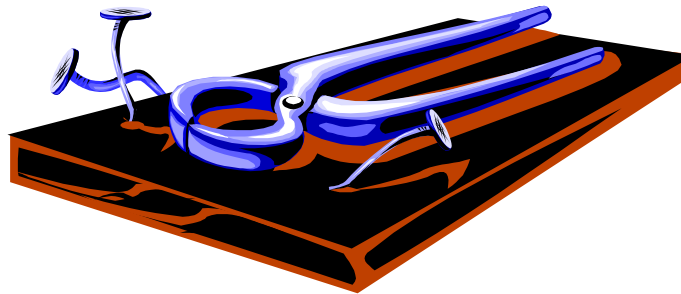
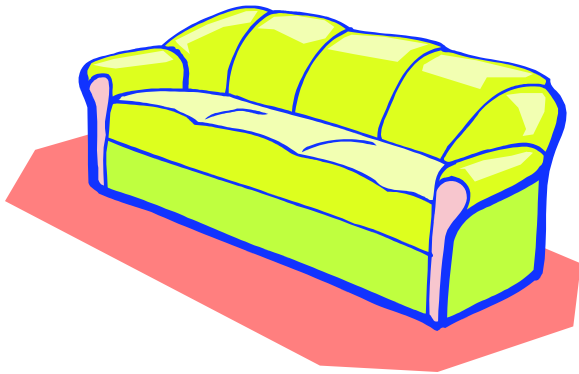
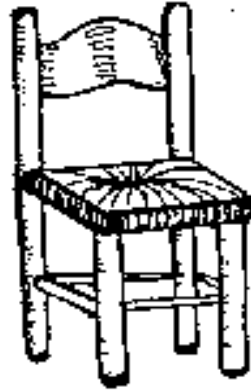
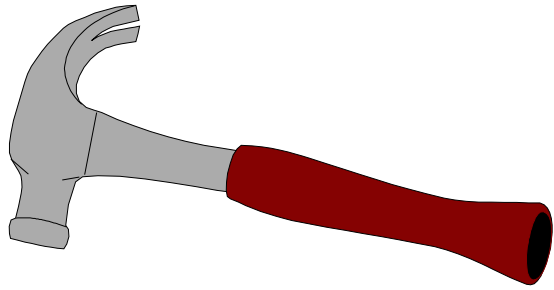
Inizialmente per questa attività chiederemo al bambino solo il nome degli oggetti che si associano.

2<sup>a</sup> Fase.

In un secondo momento, sarà il bambino stesso ad esplicitare il motivo che lo ha spinto ad effettuare quell'associazione.

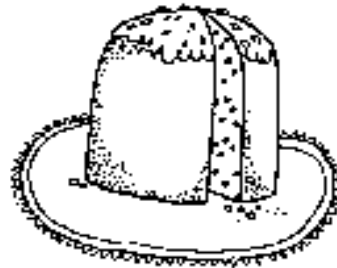
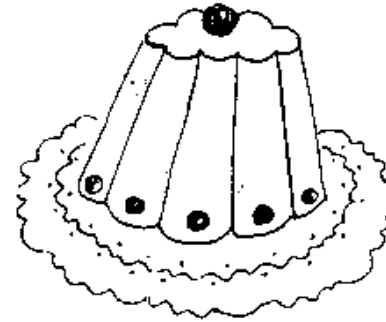
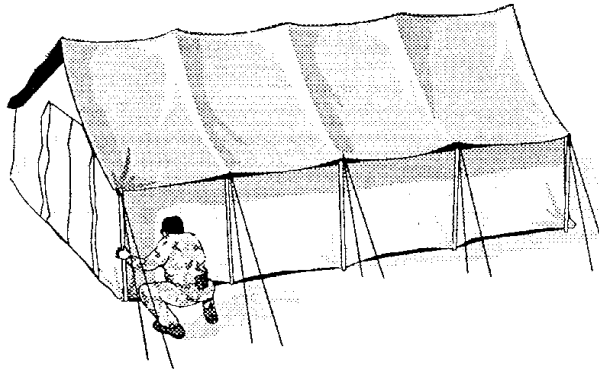
### **ETA' DI RIFERIMENTO**

Tre anni nello sviluppo logico.



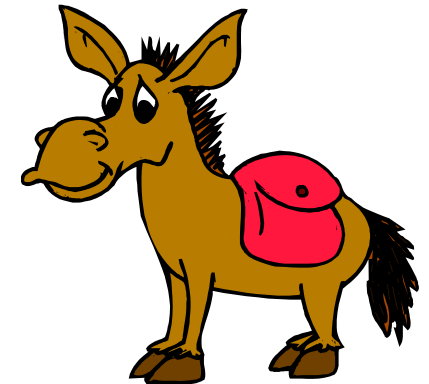
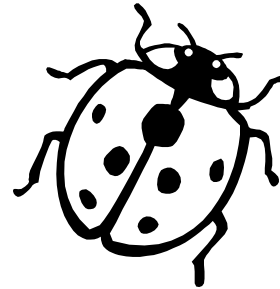
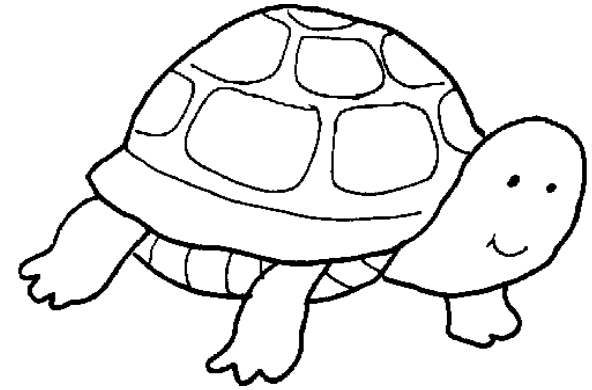
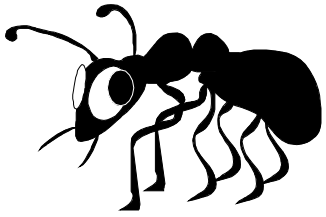
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

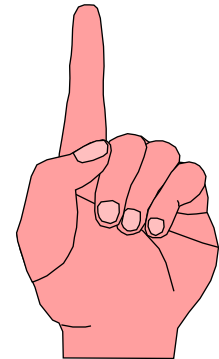
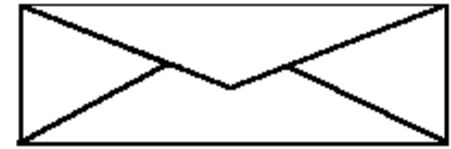
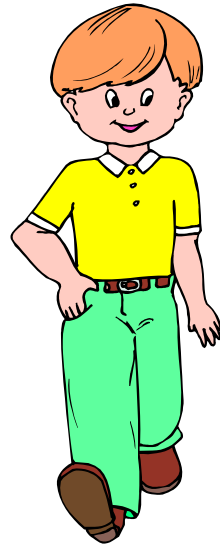
Far denominare e associare le immagini secondo un legame logico.



### ASSOCIAZIONI LOGICHE

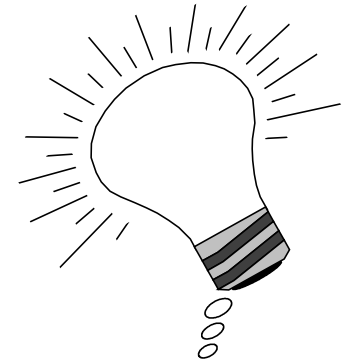
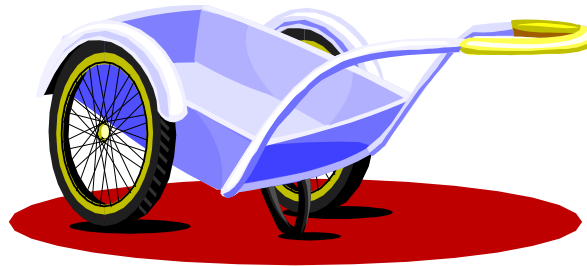
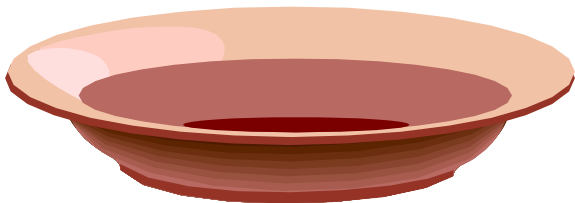
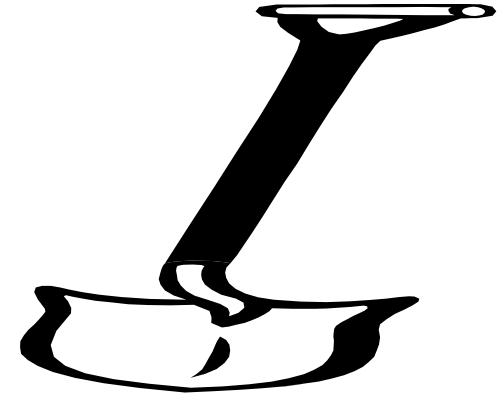
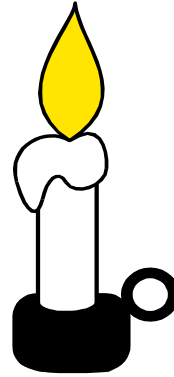
Far denominare e associare le immagini secondo un legame logico.





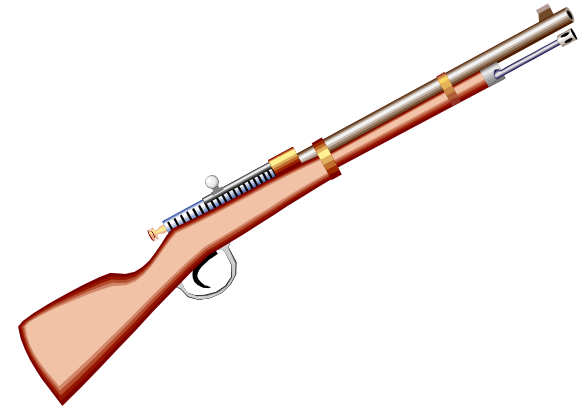
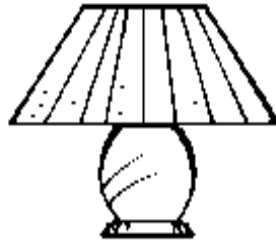
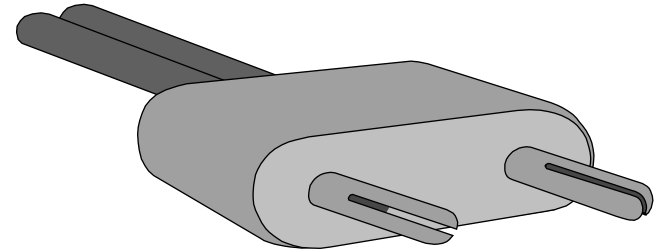
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



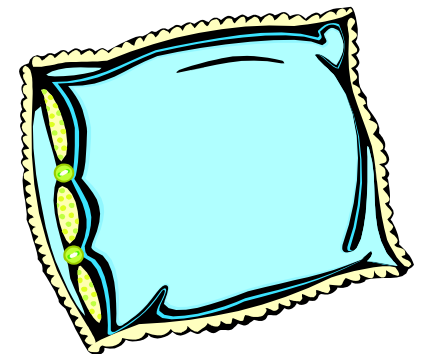
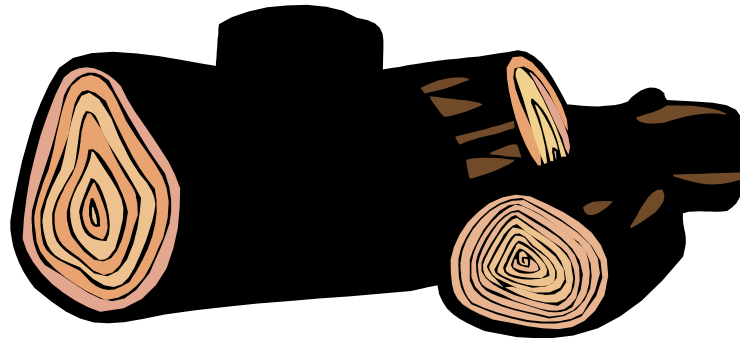
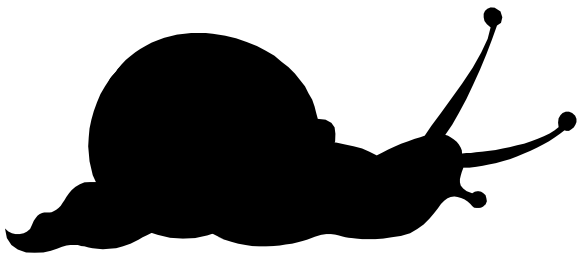
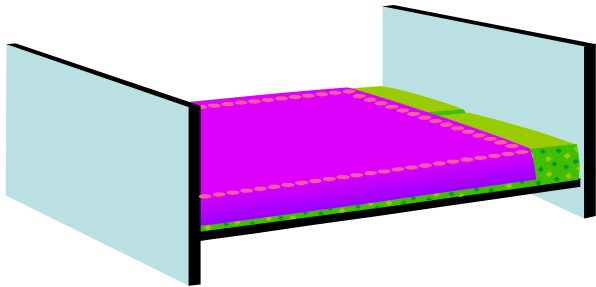
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



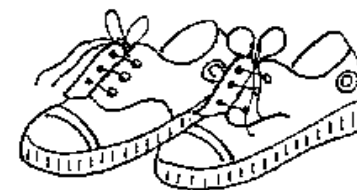
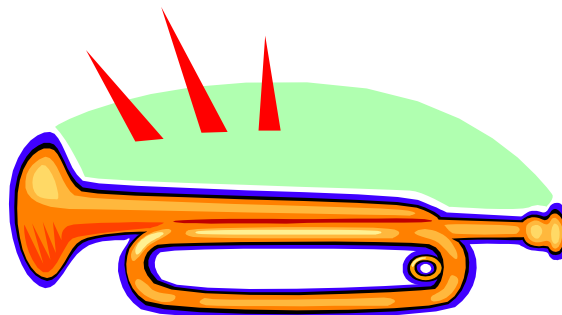
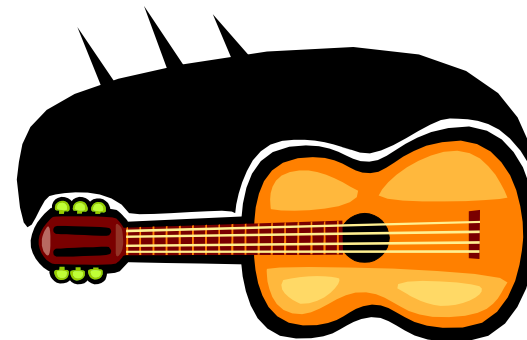
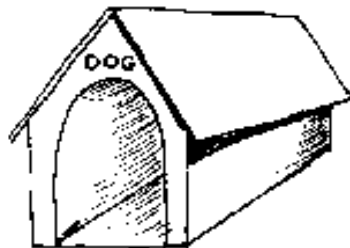
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



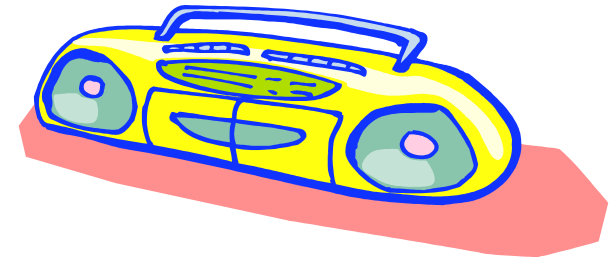
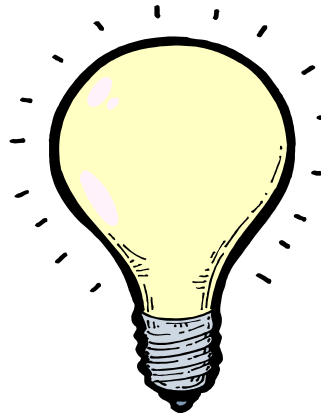
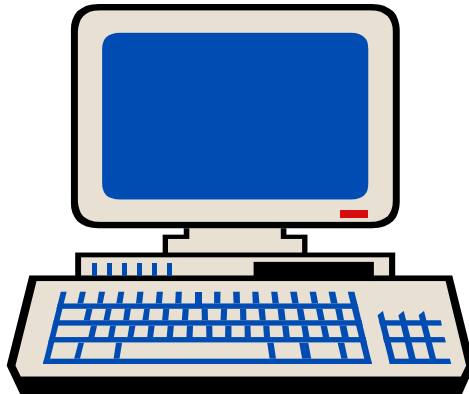
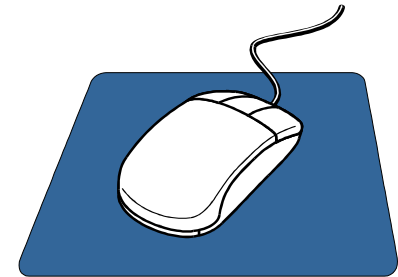
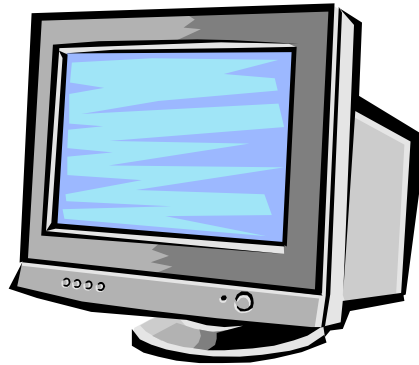
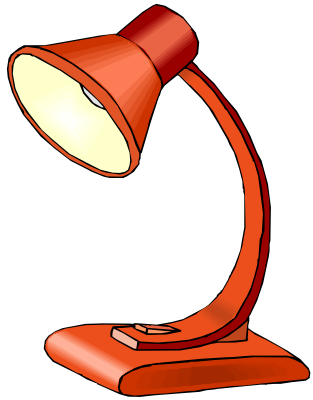
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



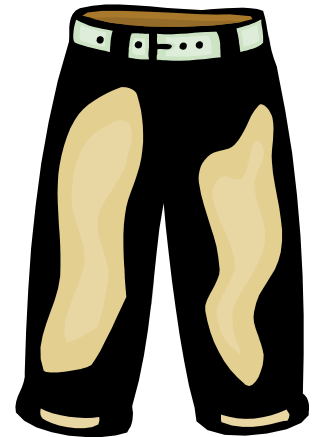
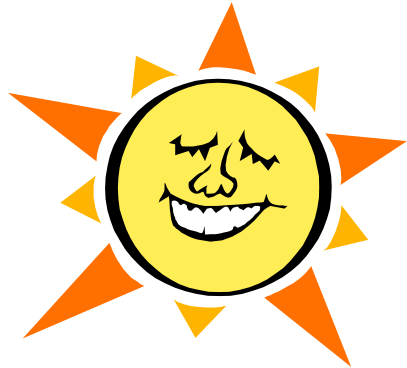
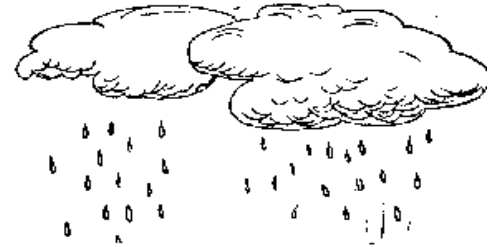
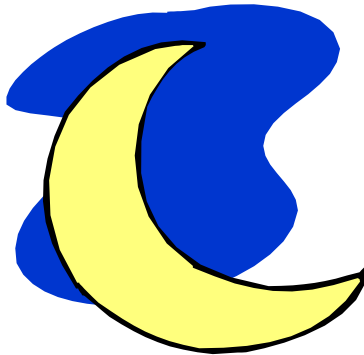
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



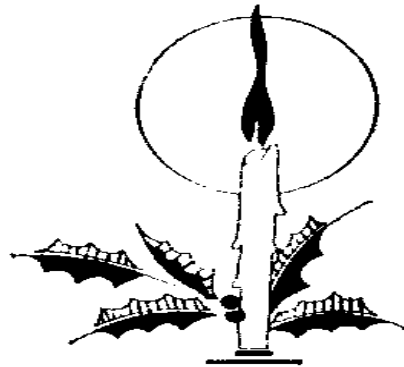
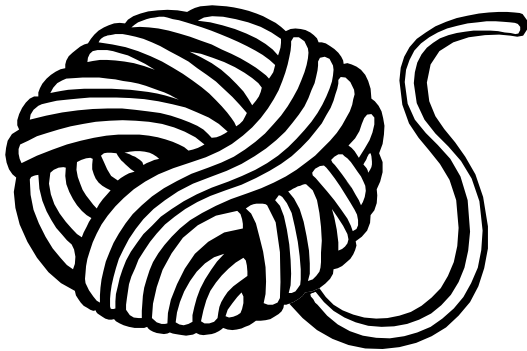
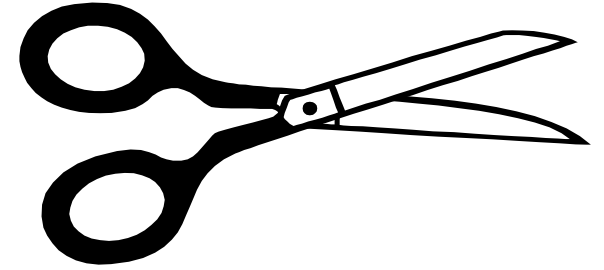
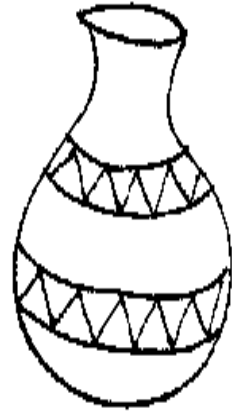
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



### ASSOCIAZIONI LOGICHE

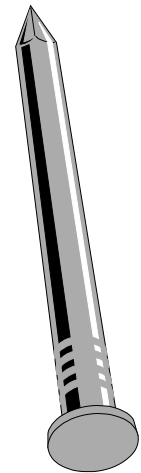
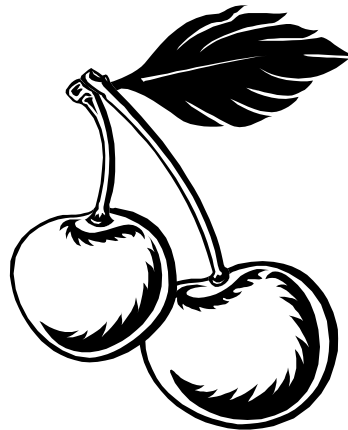
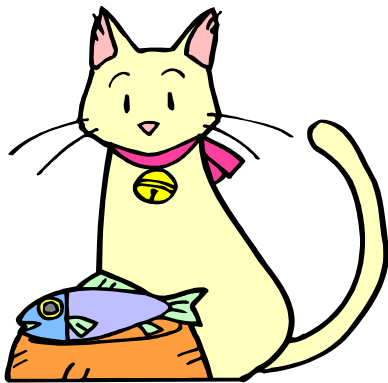
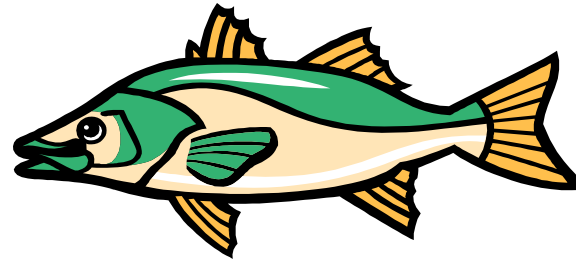
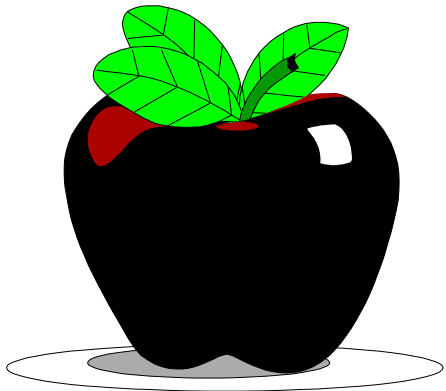
Far denominare e associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

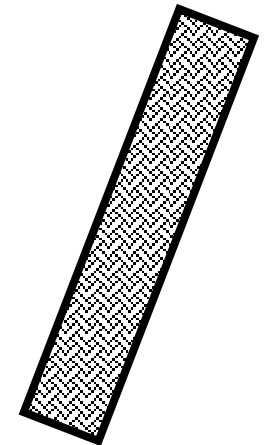
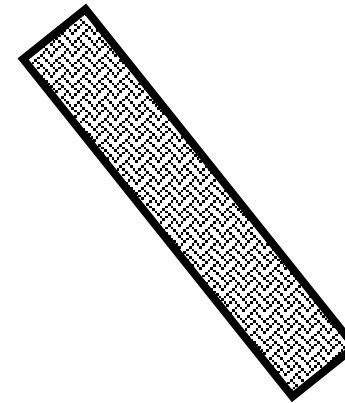
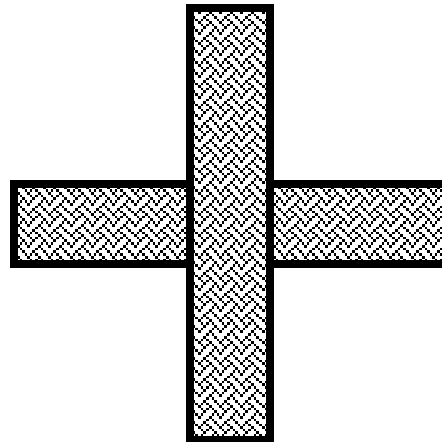
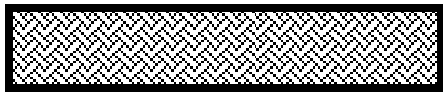
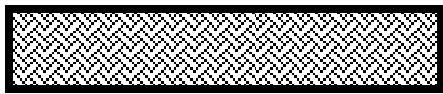
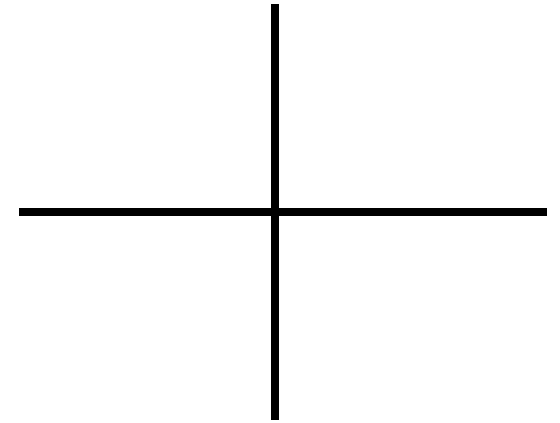
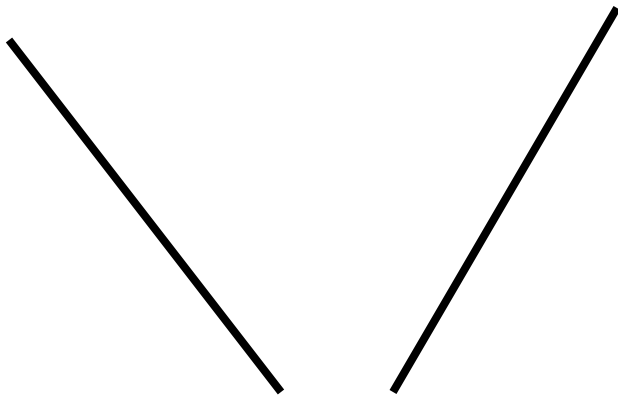
Far denominare e associare le immagini secondo un legame logico.





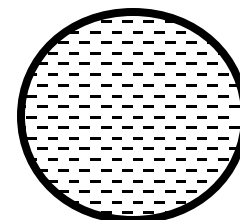
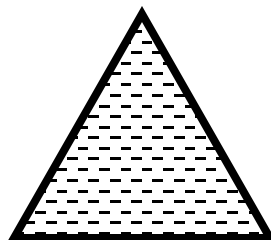
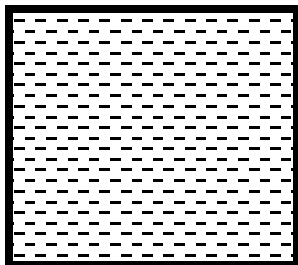
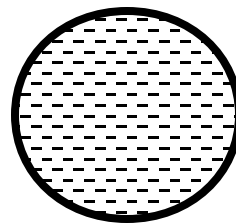
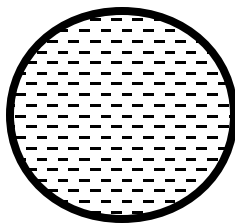
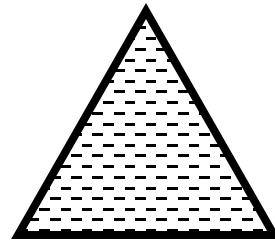
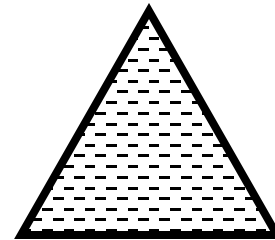
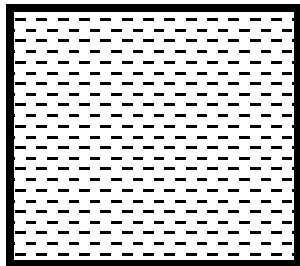
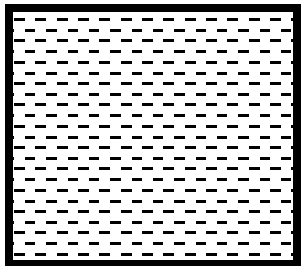
## ASSOCIAZIONI LOGICHE

Far denominare e associare le immagini secondo un legame logico.



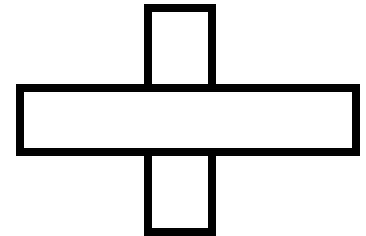
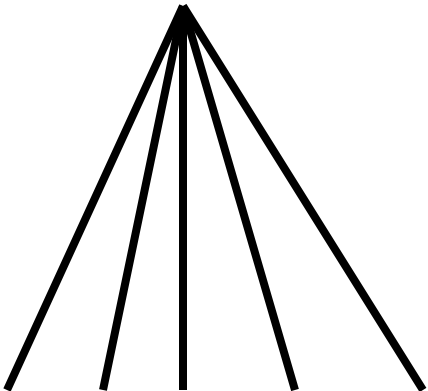
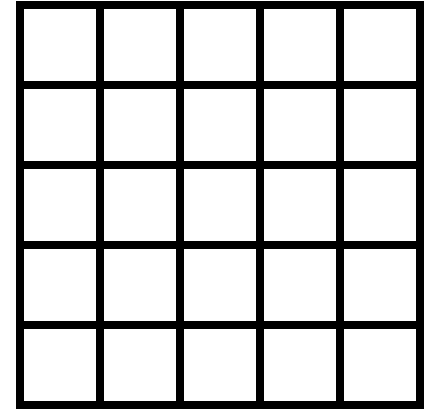
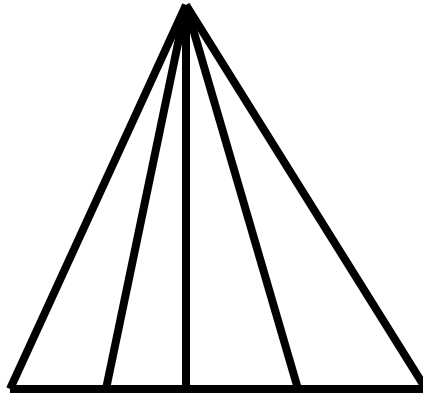
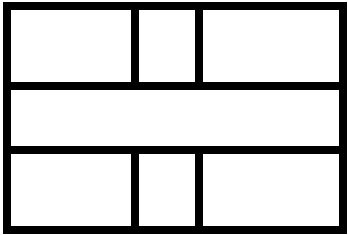
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



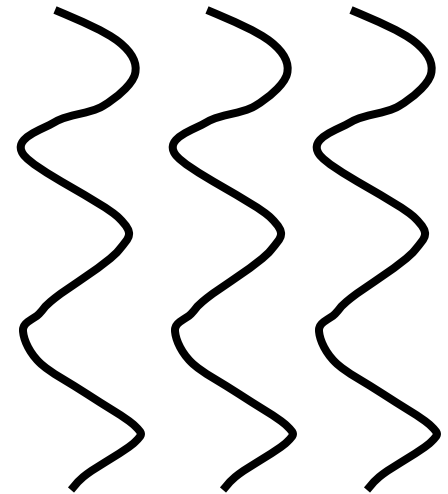
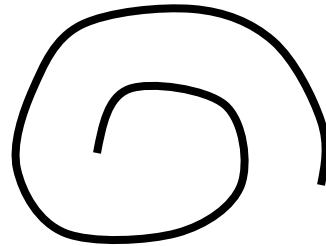
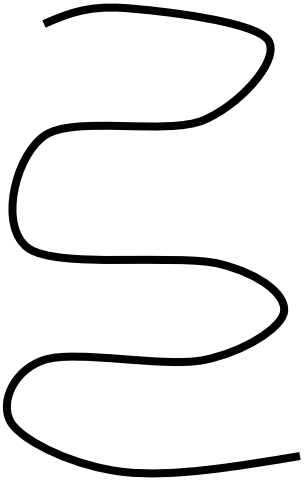
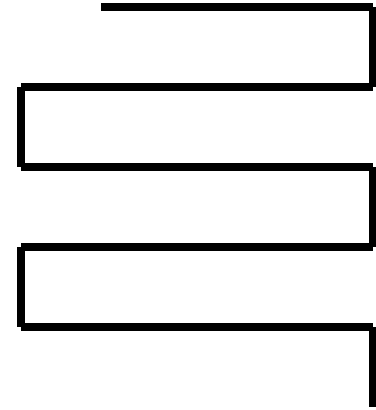
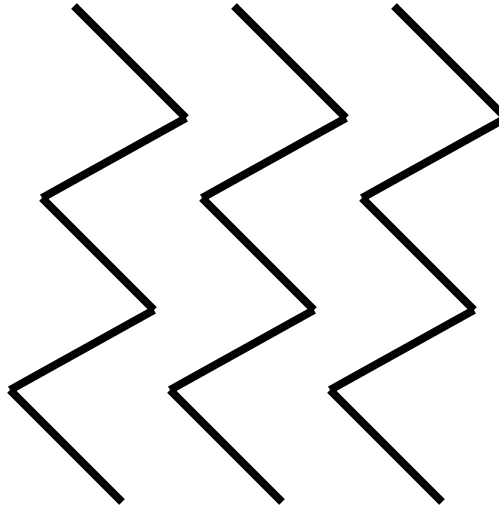
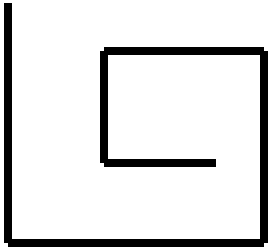
### ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



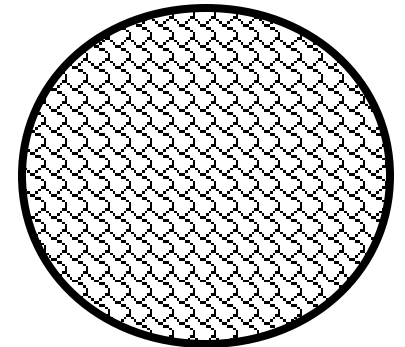
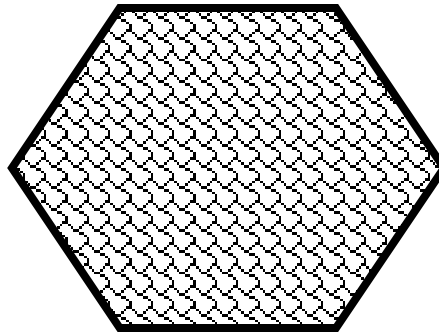
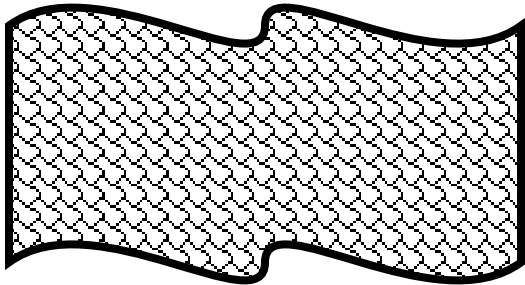
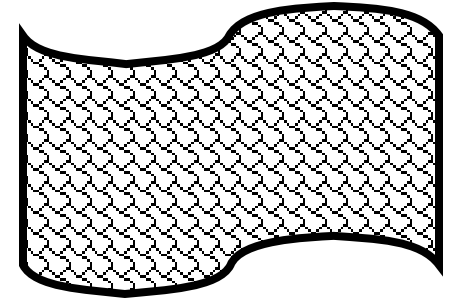
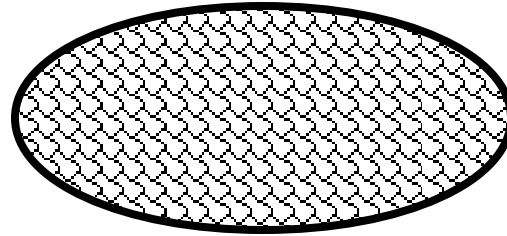
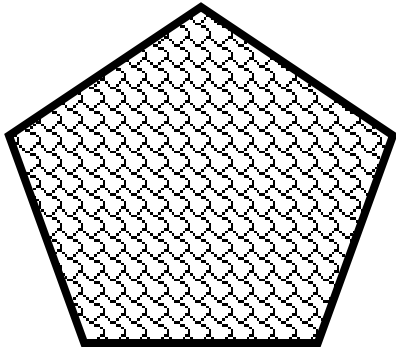
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



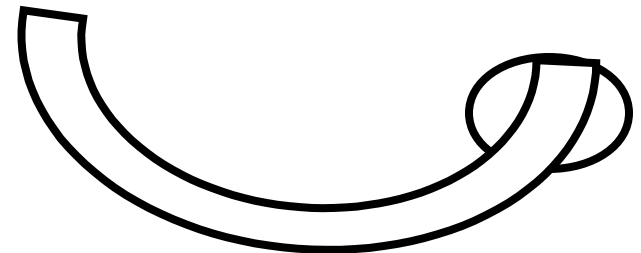
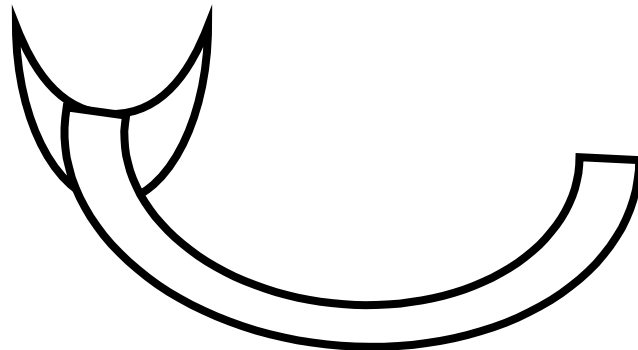
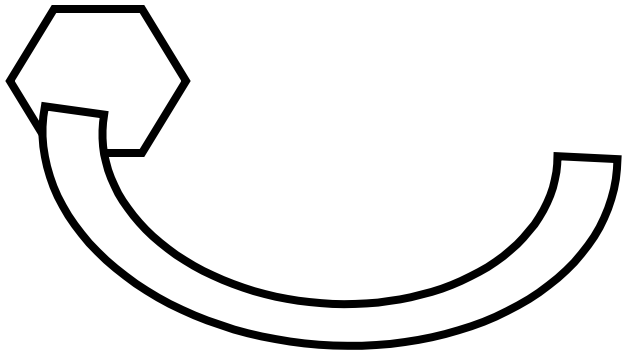
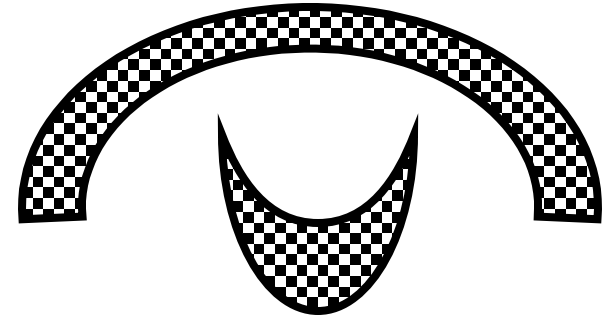
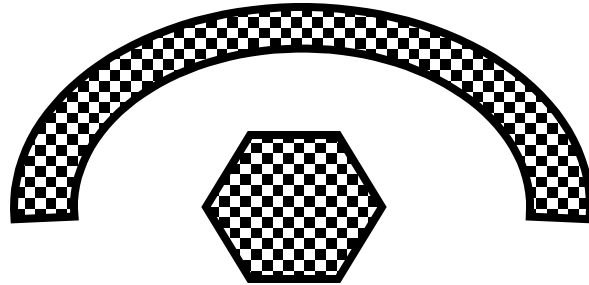
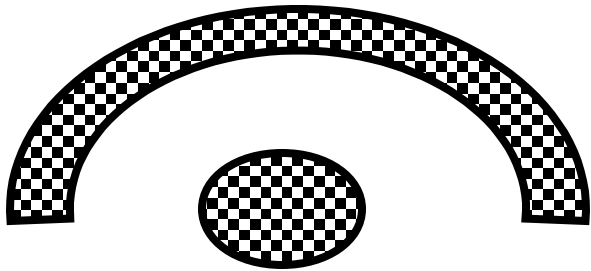
### ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



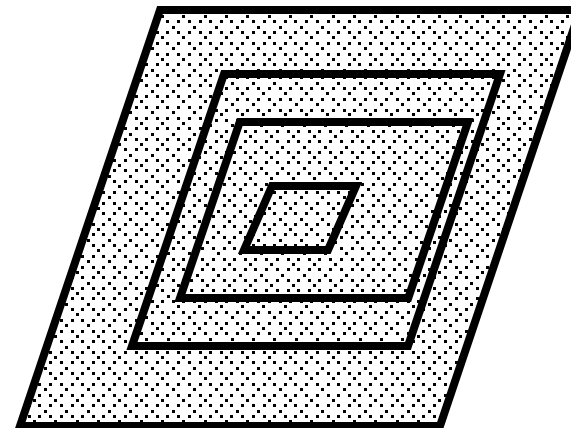
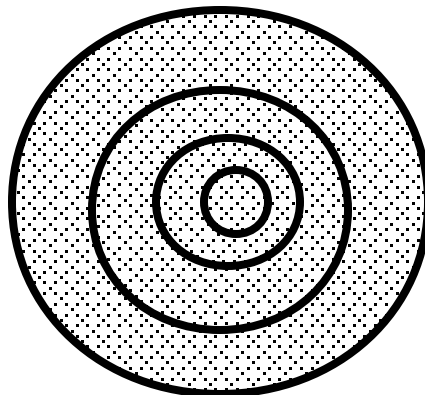
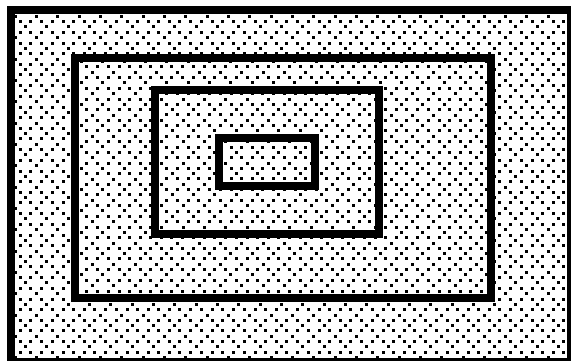
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



### ASSOCIAZIONI LOGICHE

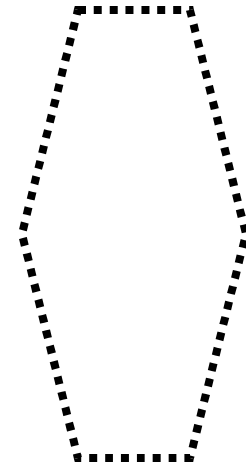
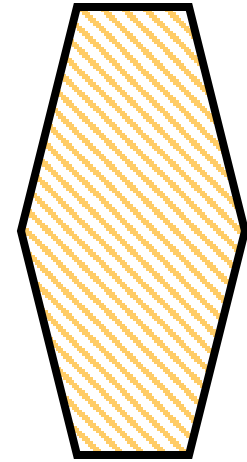
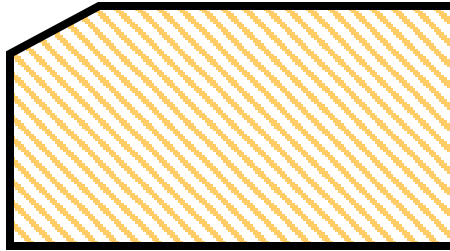
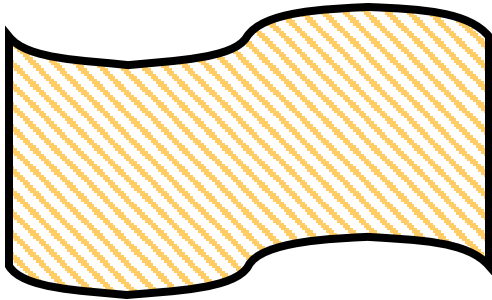
Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

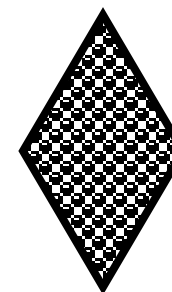
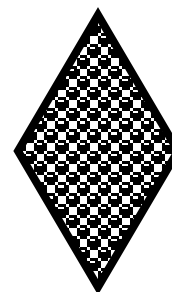
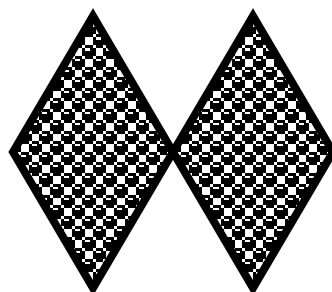
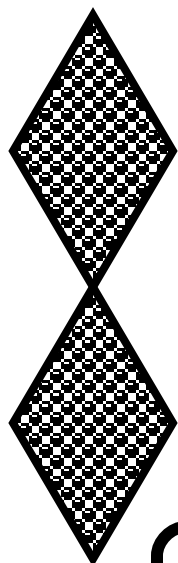
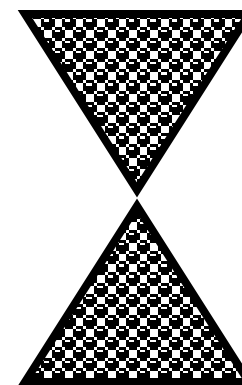
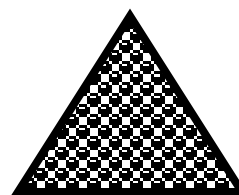
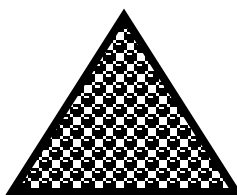
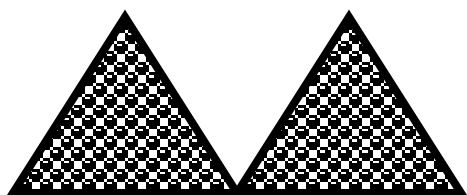
Far associare le immagini secondo un legame logico.





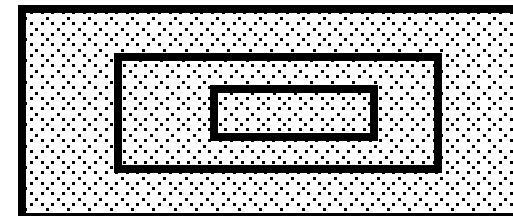
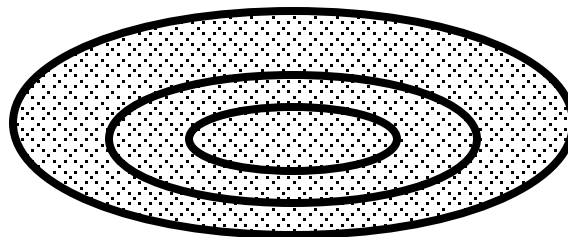
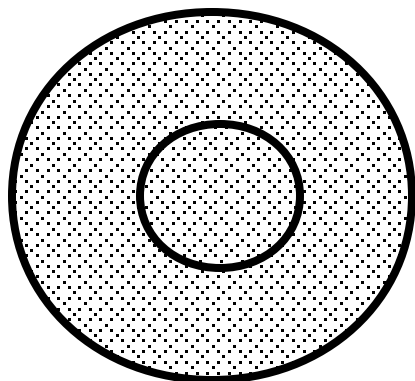
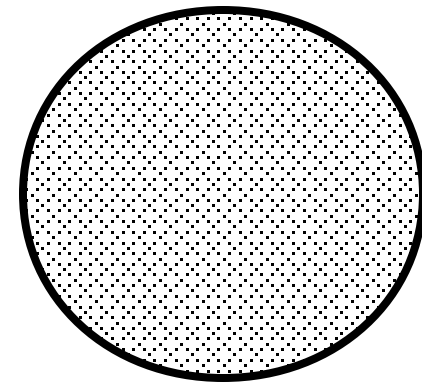
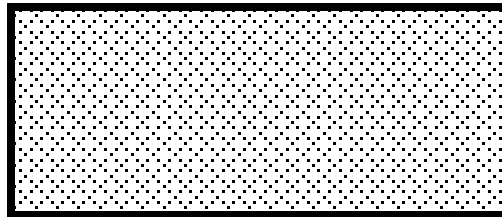
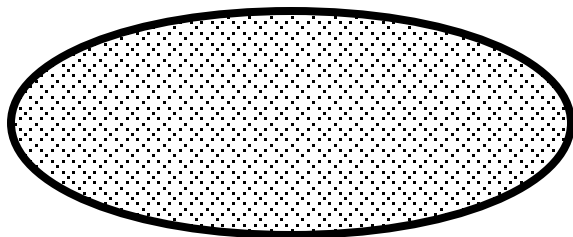
### ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



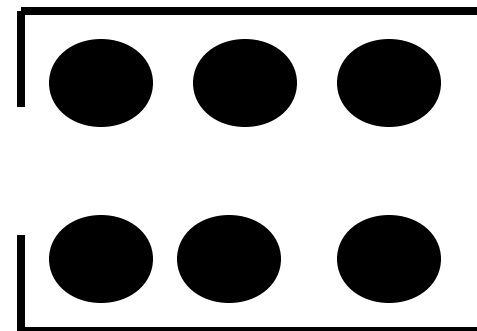
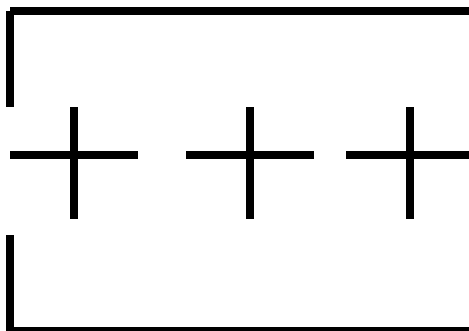
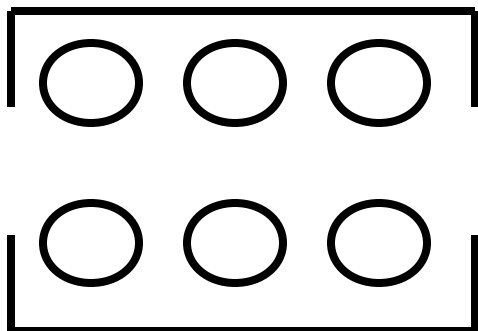
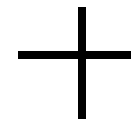
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



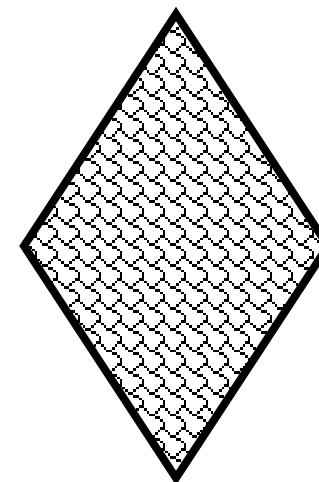
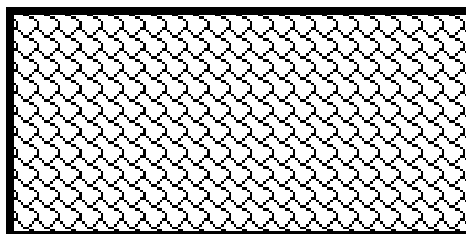
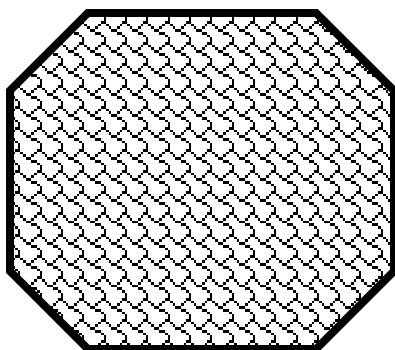
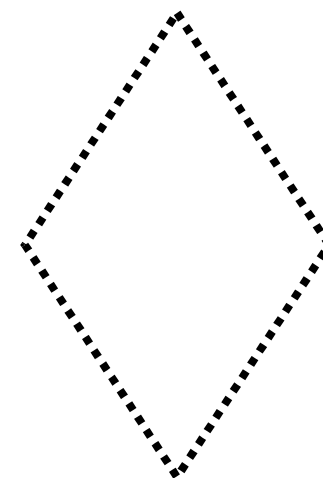
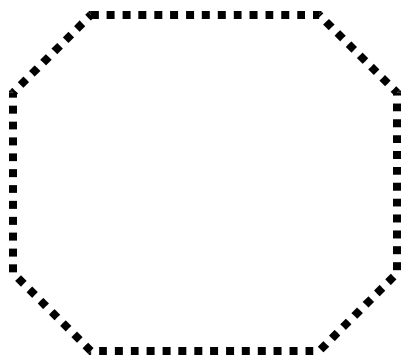
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



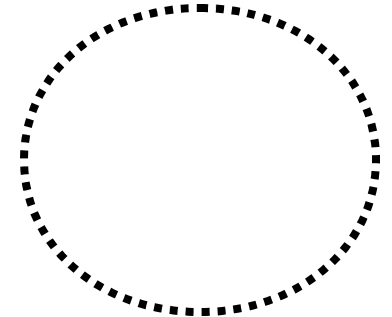
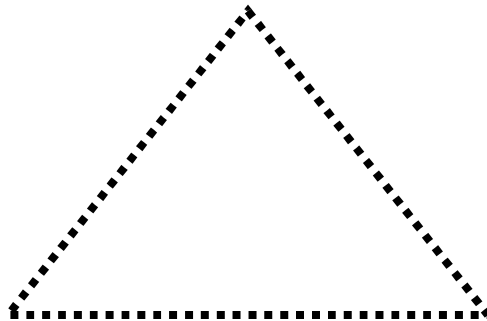
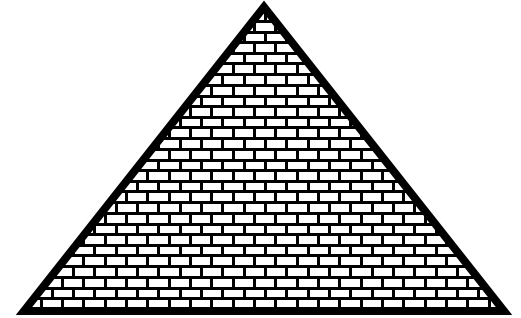
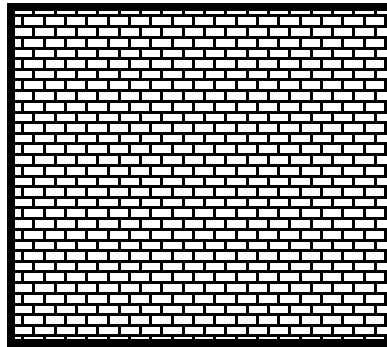
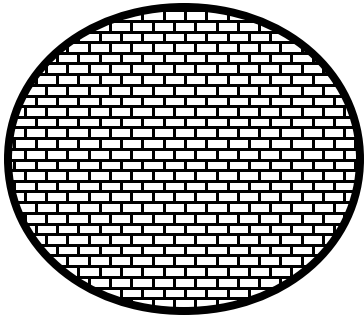
### ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



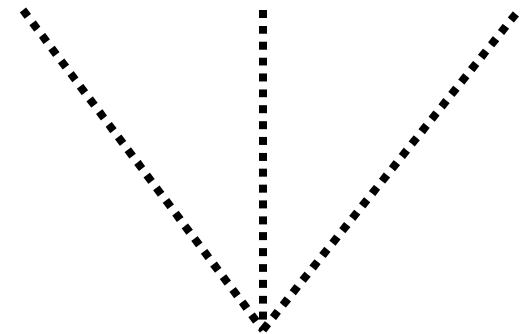
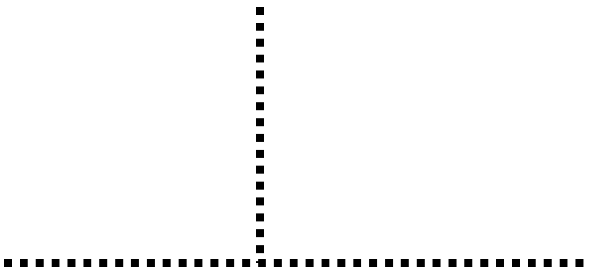
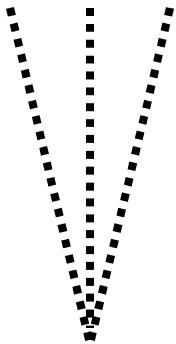
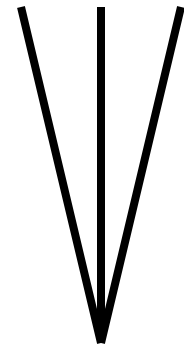
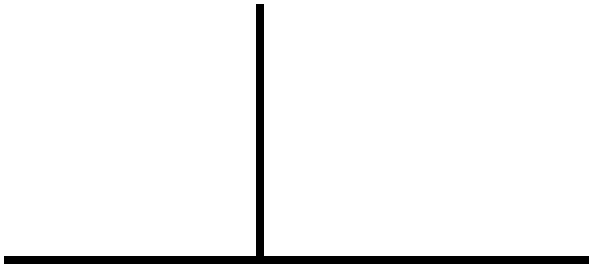
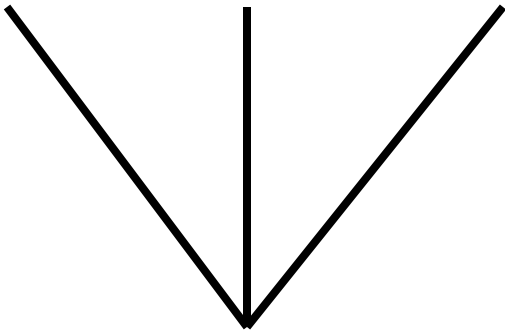
### ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



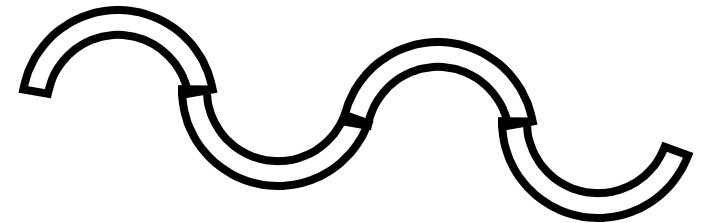
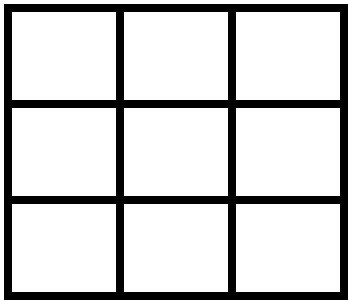
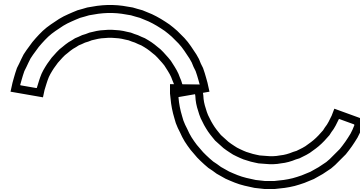
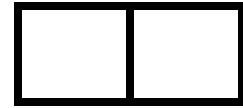
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



### ASSOCIAZIONI LOGICHE

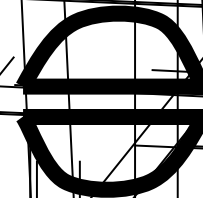
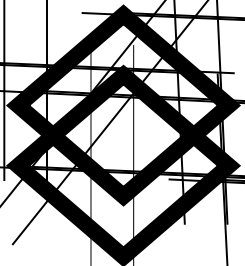
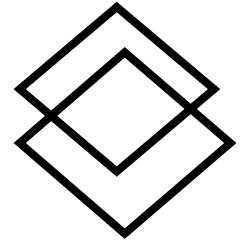
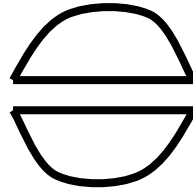
Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

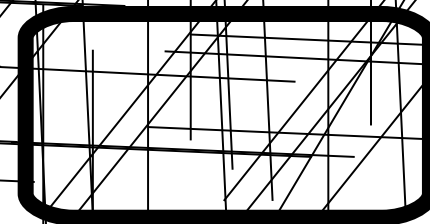
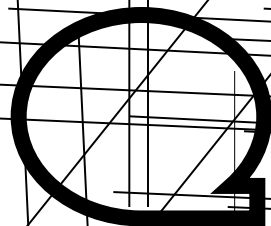
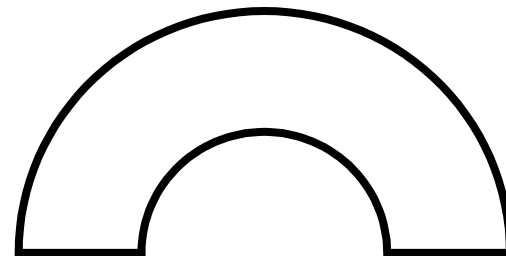
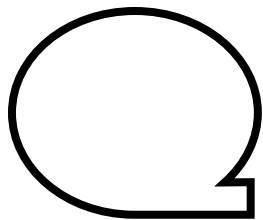
Far associare le immagini secondo un legame logico.





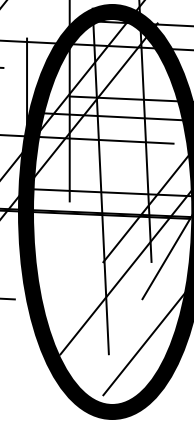
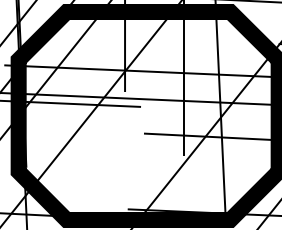
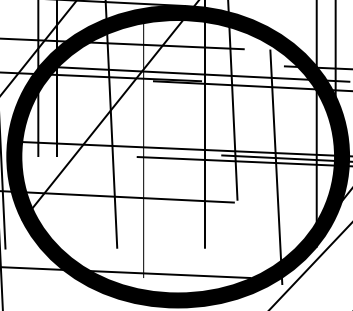
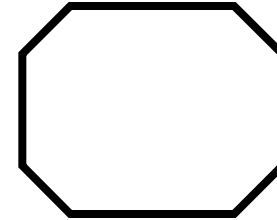
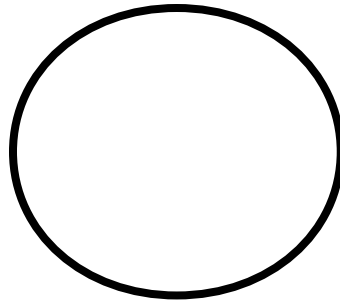
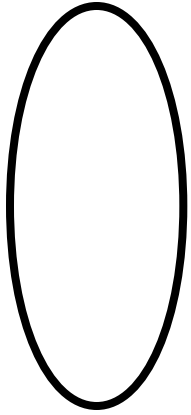
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



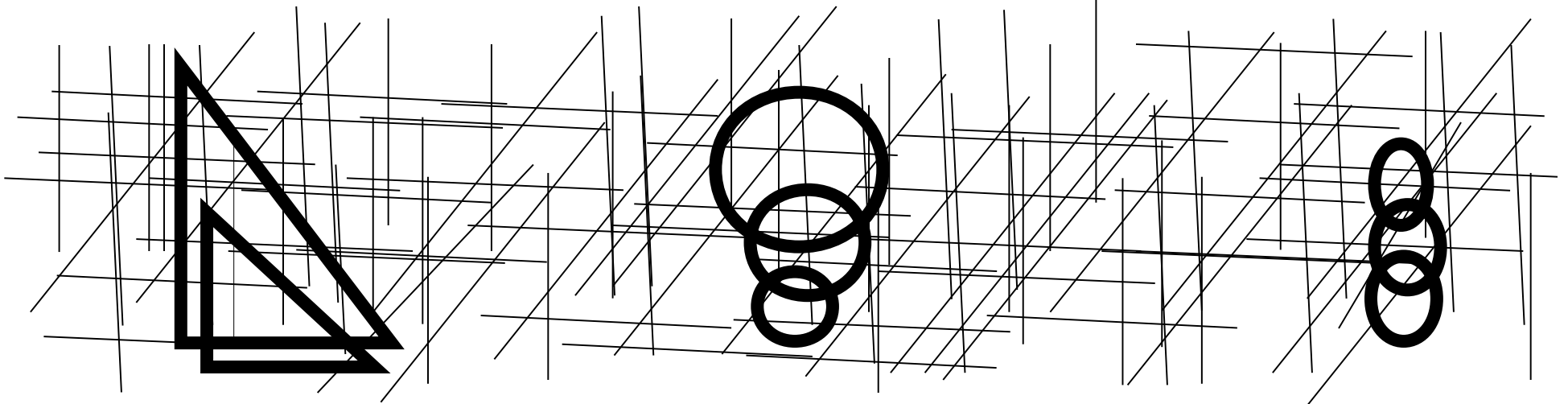
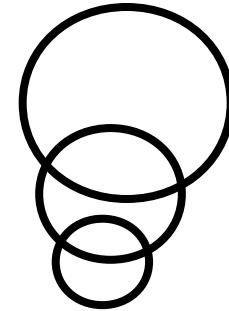
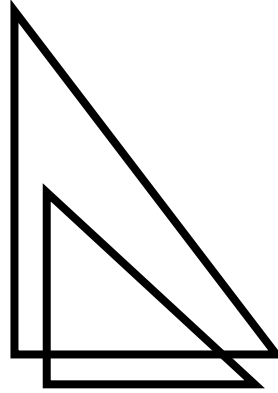
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



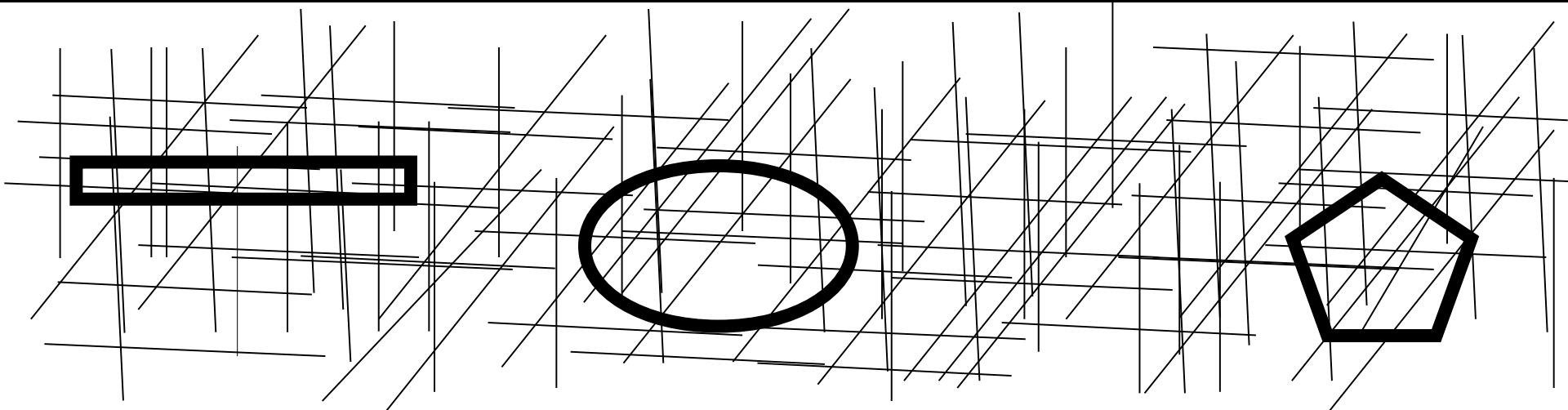
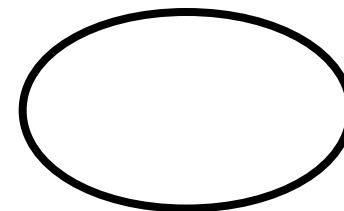
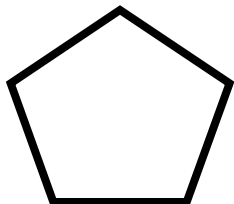
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



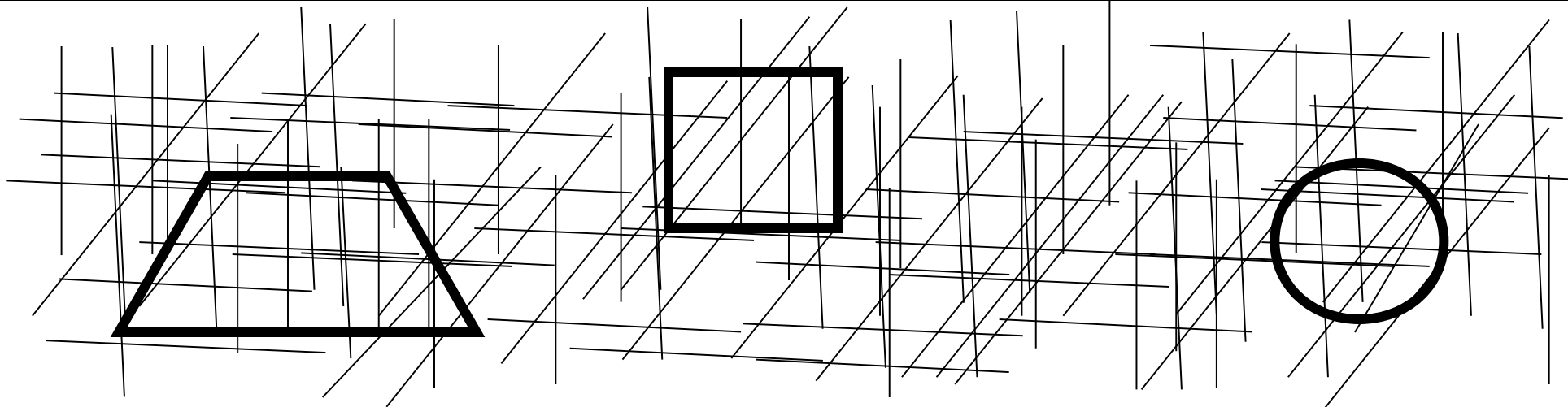
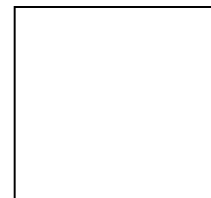
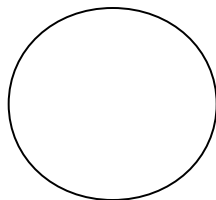
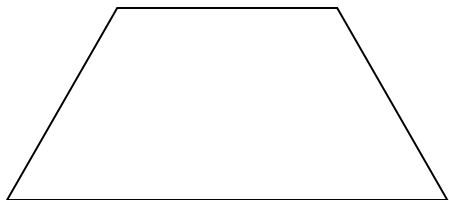
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



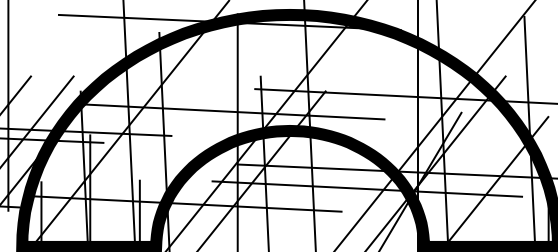
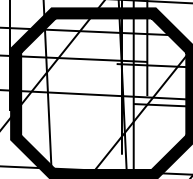
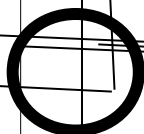
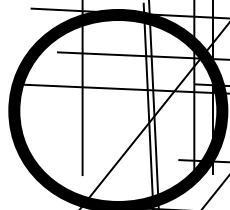
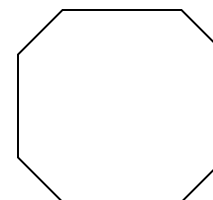
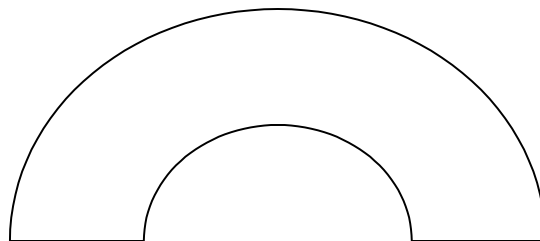
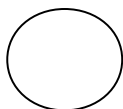
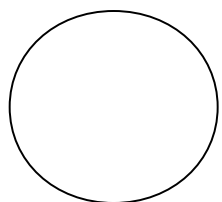
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



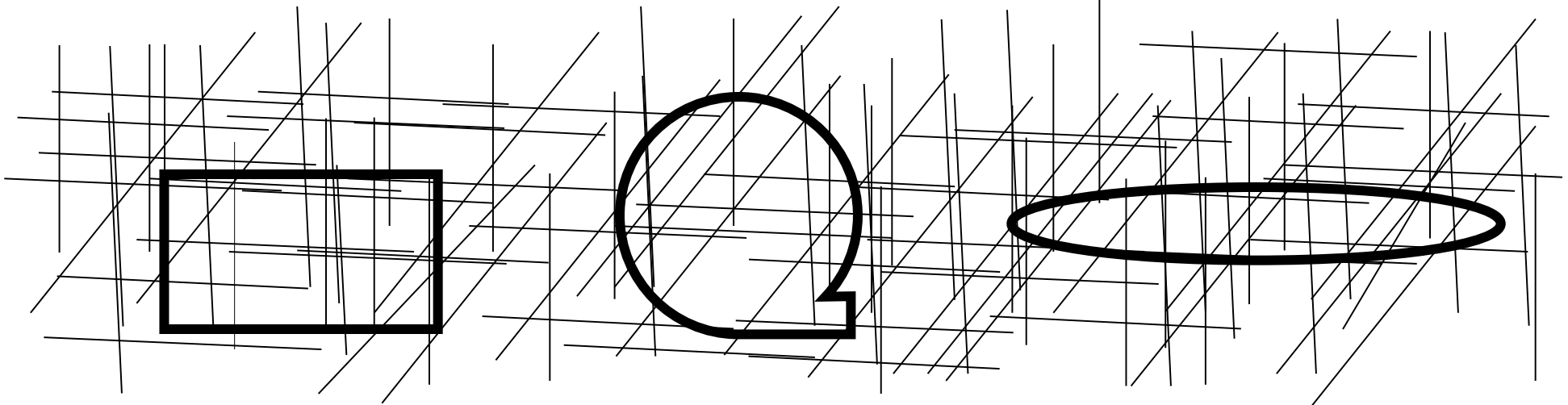
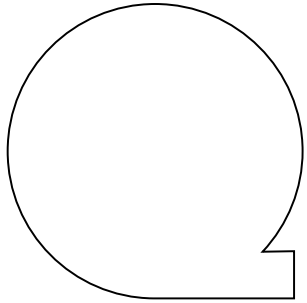
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

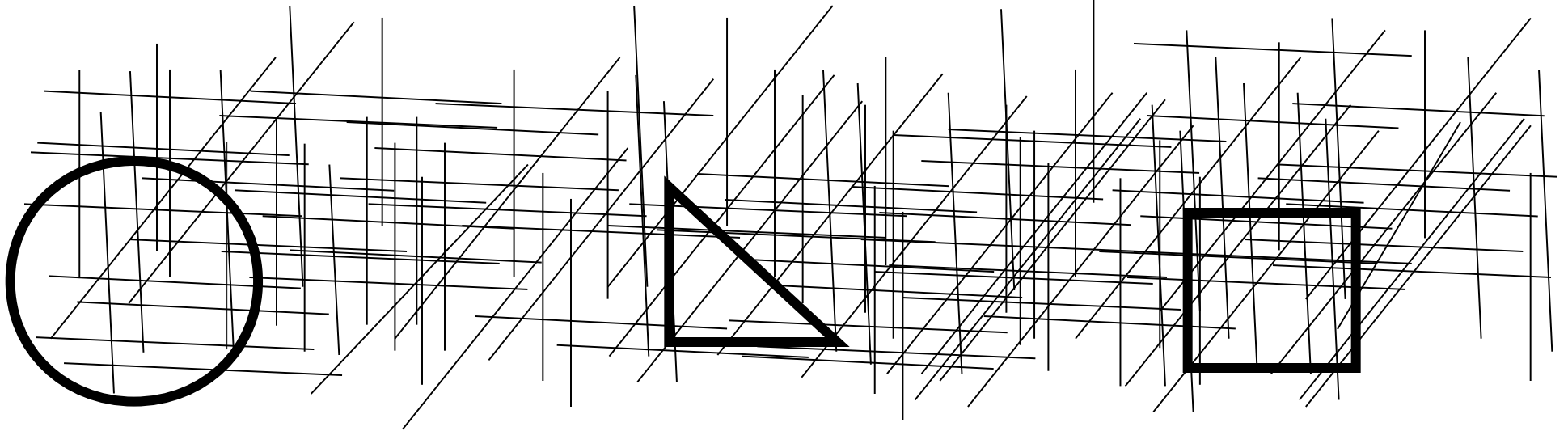
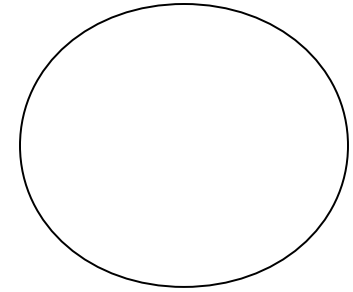
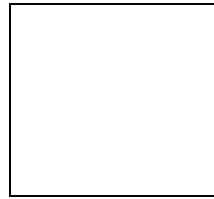
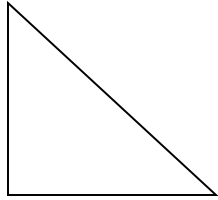
Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

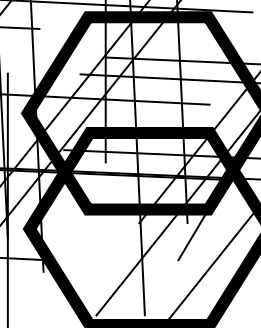
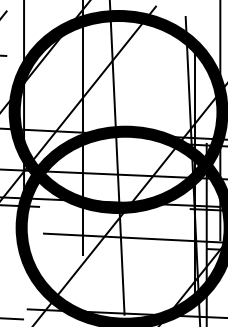
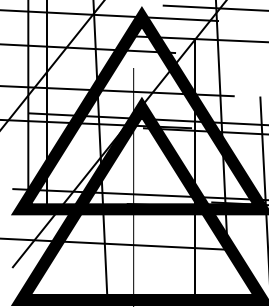
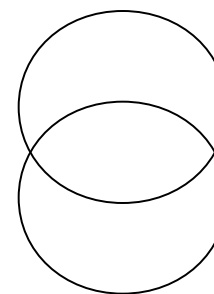
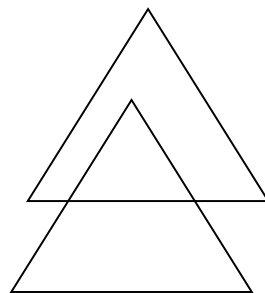
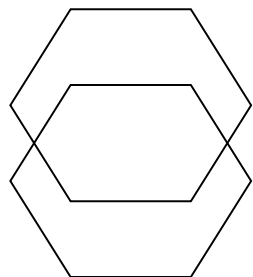
Far associare le immagini secondo un legame logico.





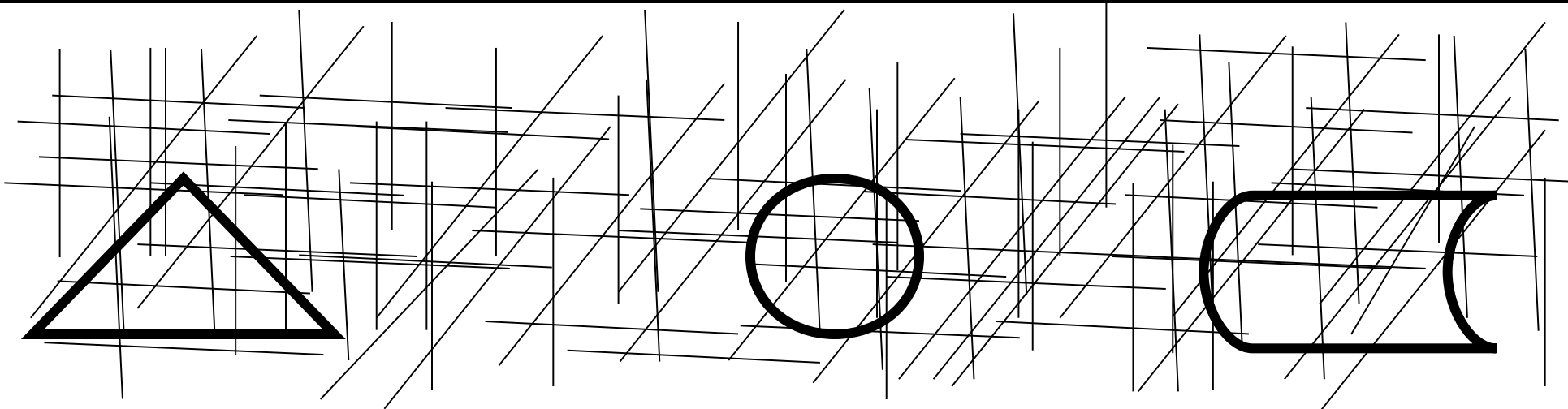
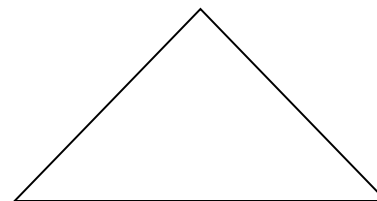
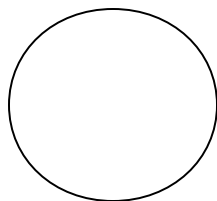
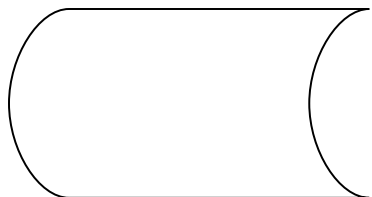
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



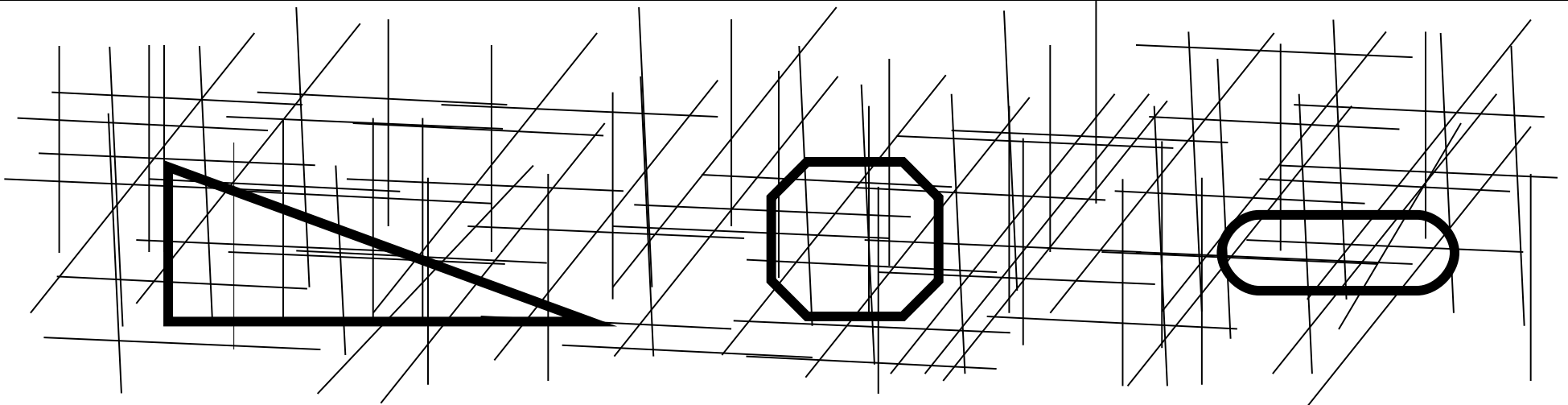
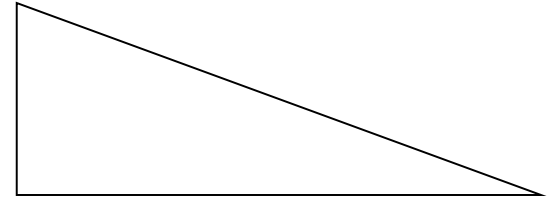
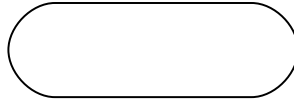
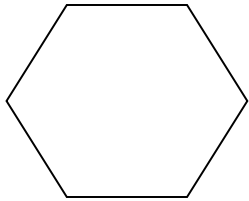
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



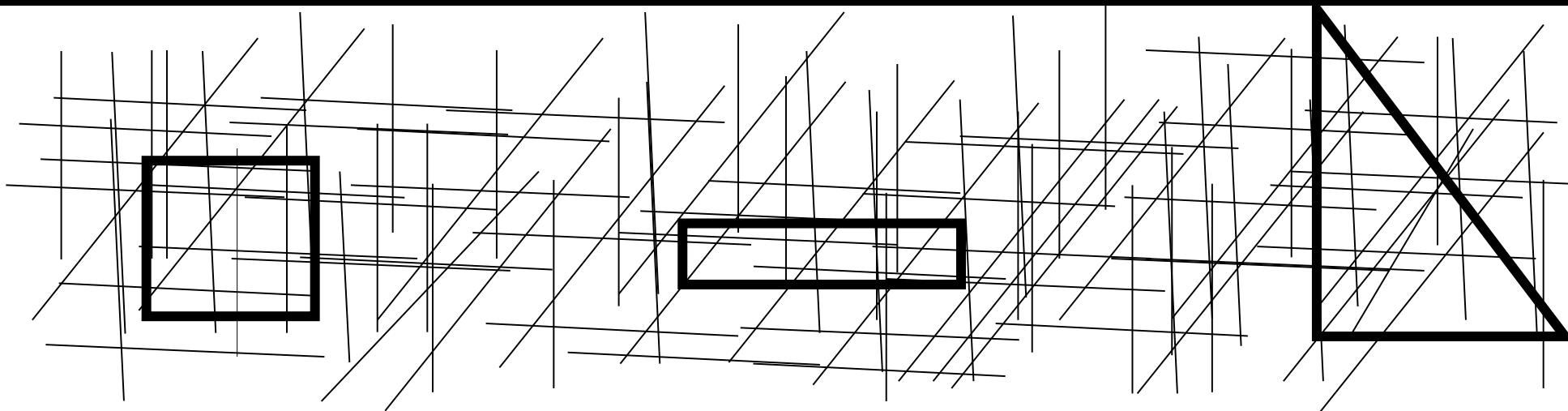
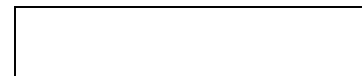
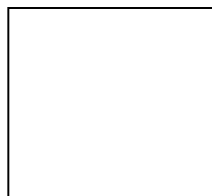
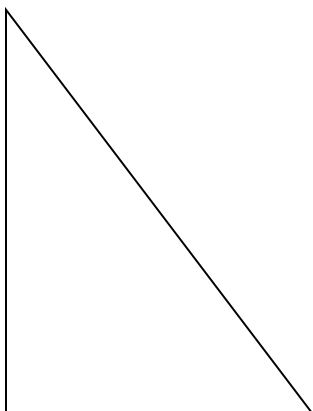
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



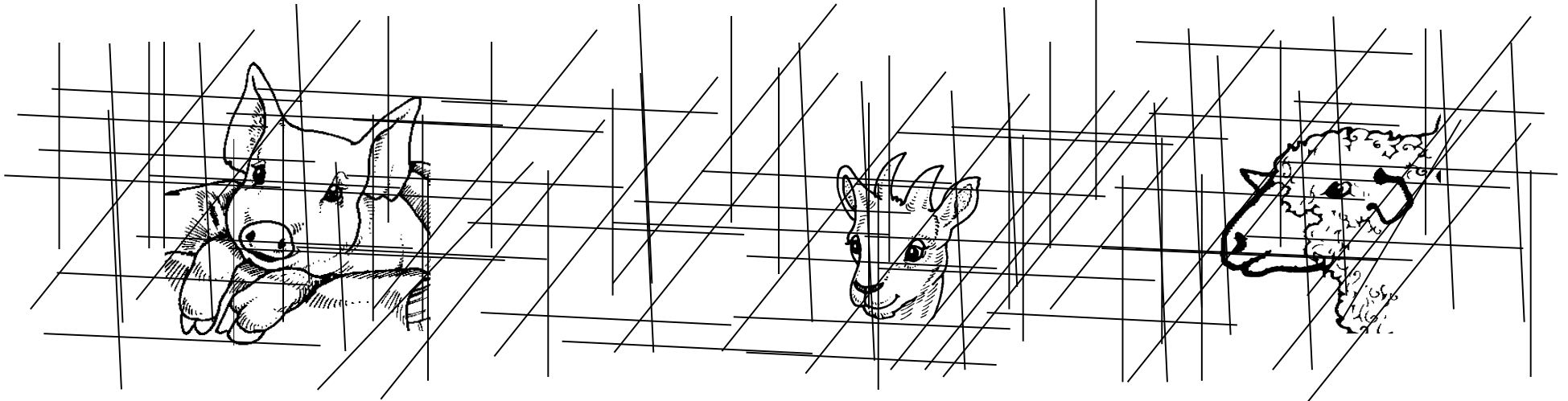
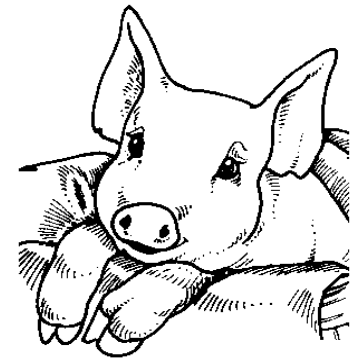
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



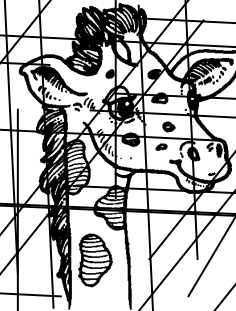
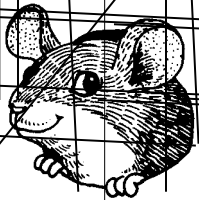
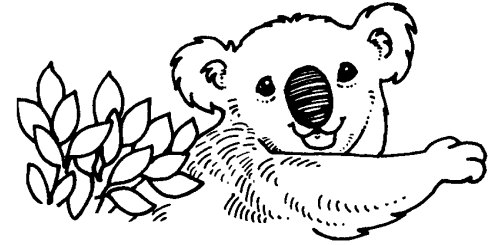
### ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



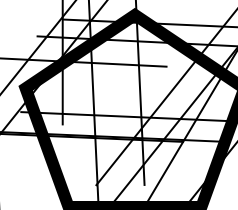
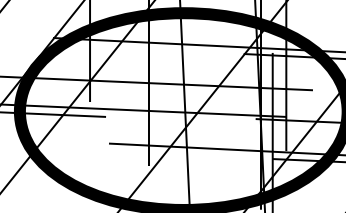
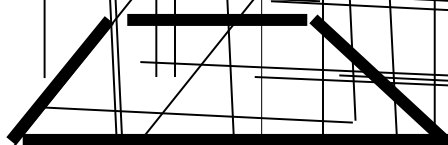
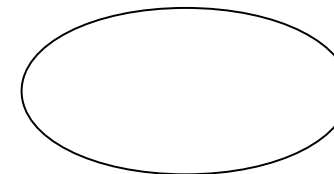
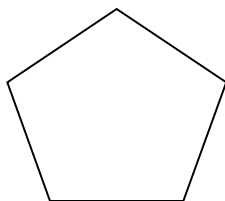
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

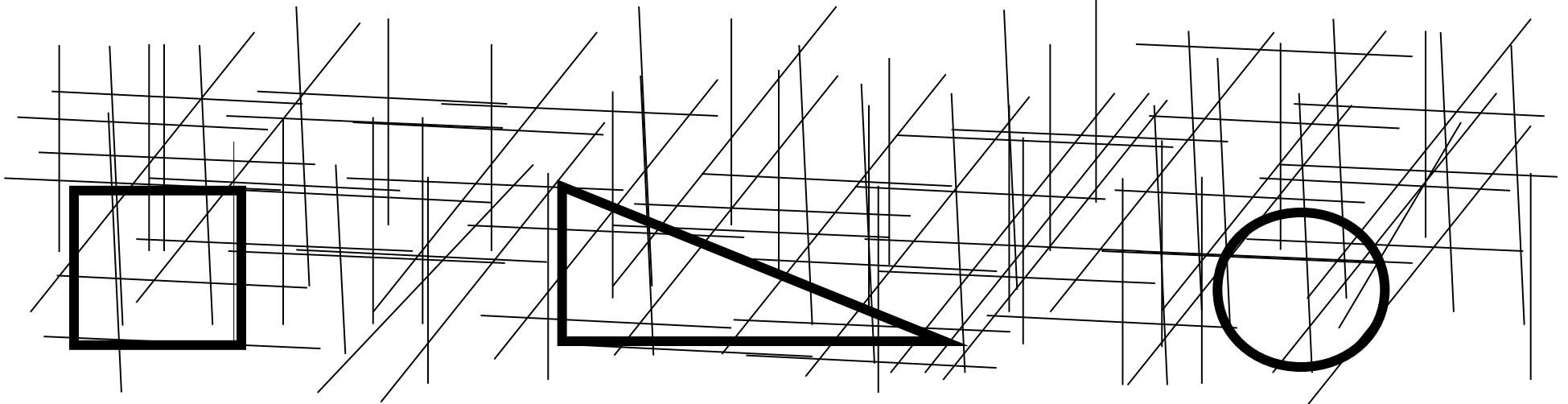
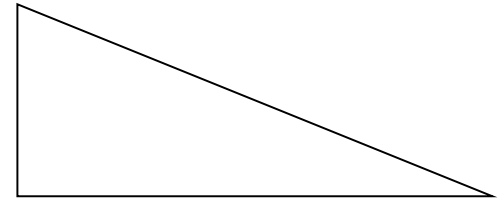
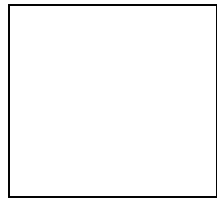
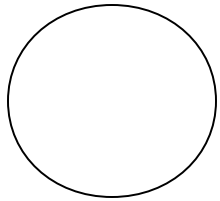
Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

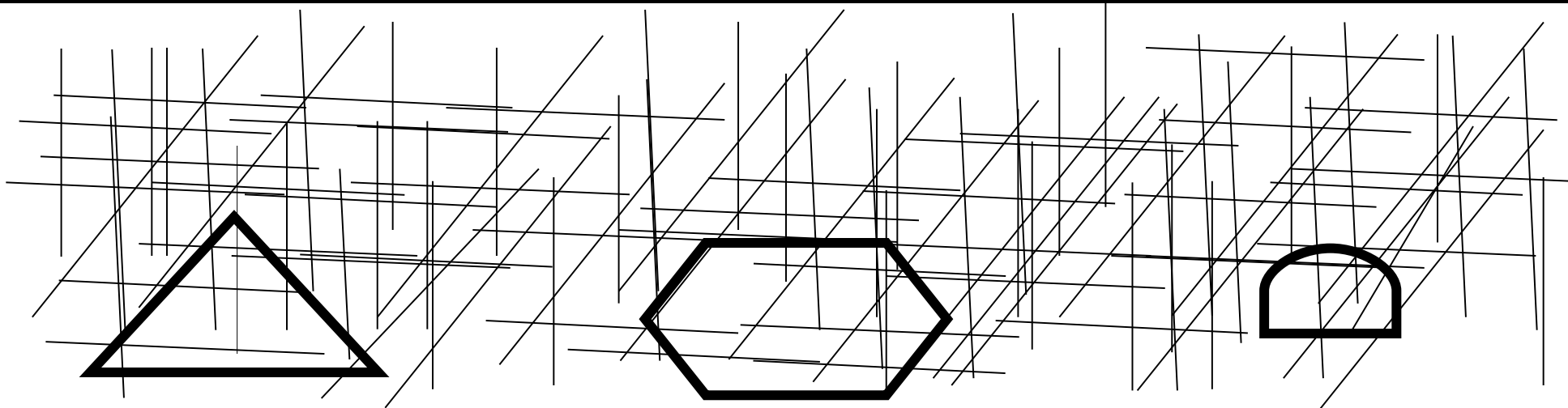
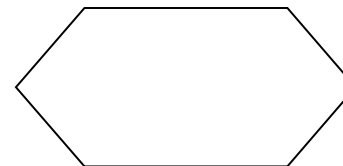
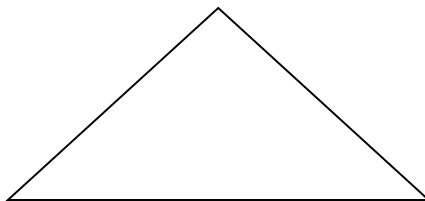
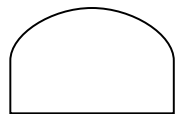
Far associare le immagini secondo un legame logico.





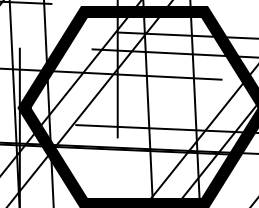
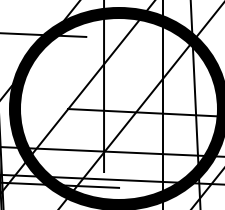
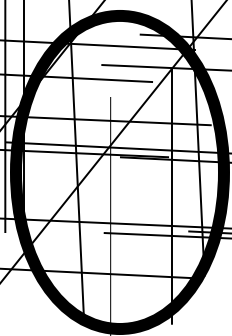
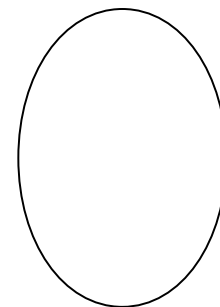
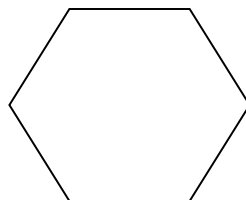
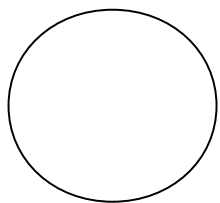
## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.



## ASSOCIAZIONI LOGICHE

Far associare le immagini secondo un legame logico.

# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

## *LE STRADINE*

## LE STRADINE

Lo scopo di questa attività è facilmente comprensibile.

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

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

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

### INDICAZIONI

#### Prima fase

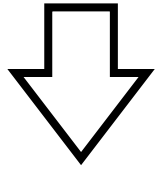
L'educatore guiderà il dito indice del bambino all'inizio del percorso (segnato con una freccia) e gli farà comprendere, aiutandolo inizialmente con la mano, che dovrà seguire con il dito lo spazio tra le due linee, senza toccarle.

#### Seconda fase

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

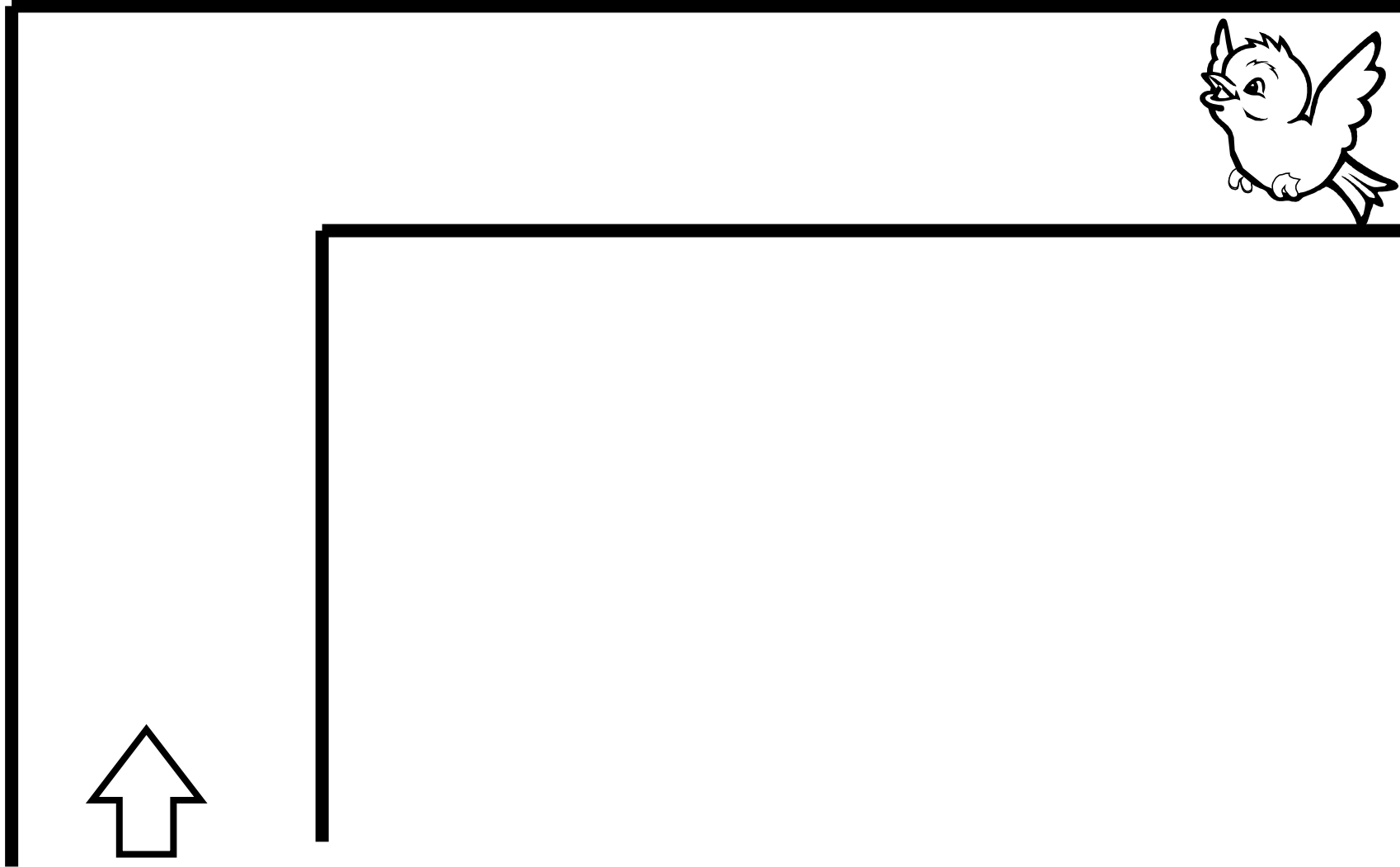
### LIVELLO DI UTILIZZAZIONE

Tre anni



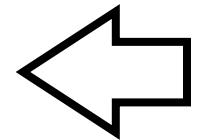
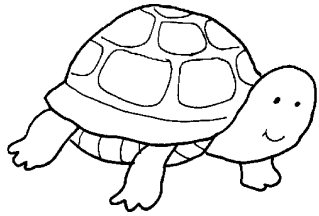
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



## LE STRADINE

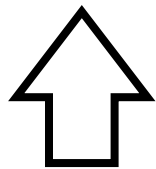
Far percorrere la stradina senza toccare i bordi.



## LE STRADINE

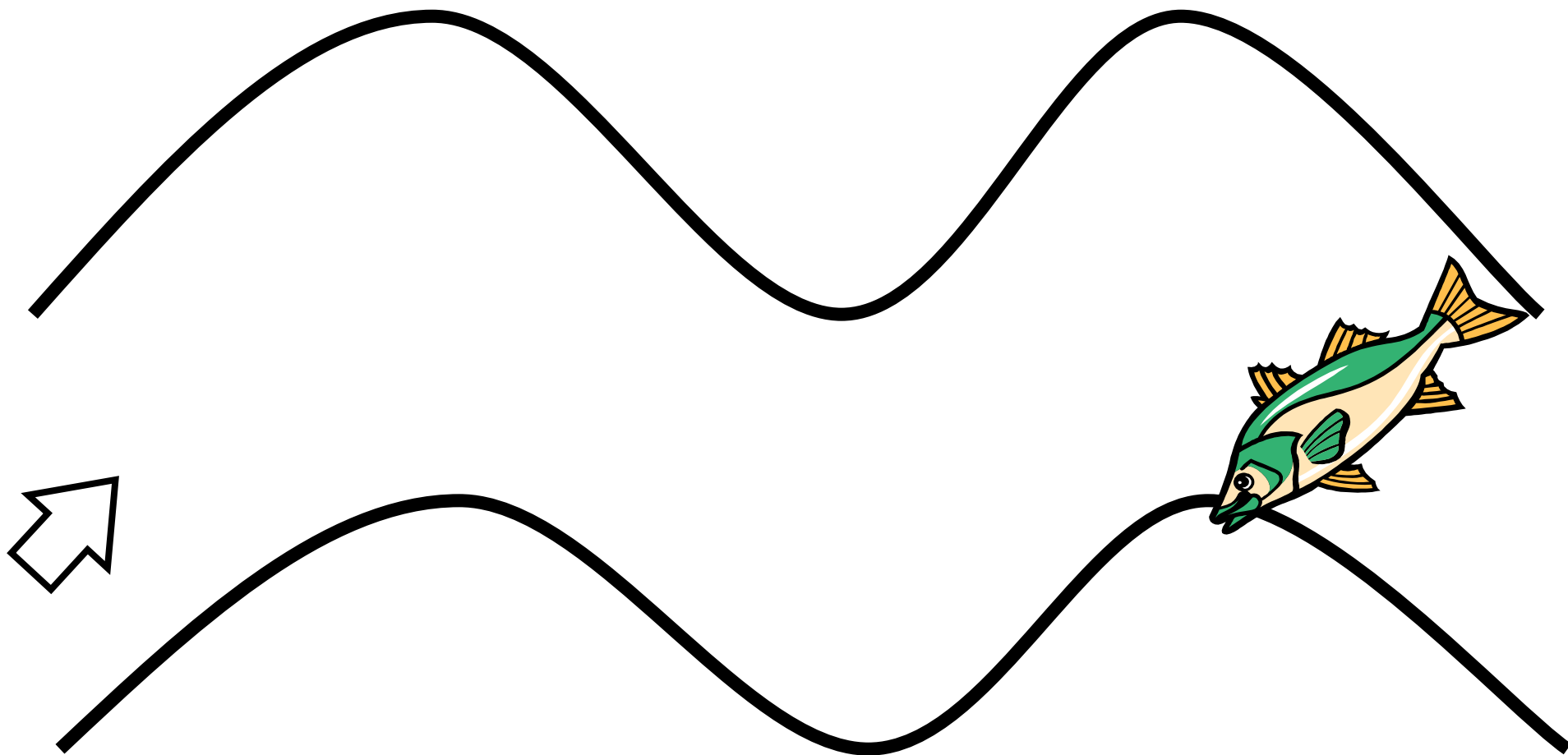
Far percorrere la stradina senza toccare i bordi.





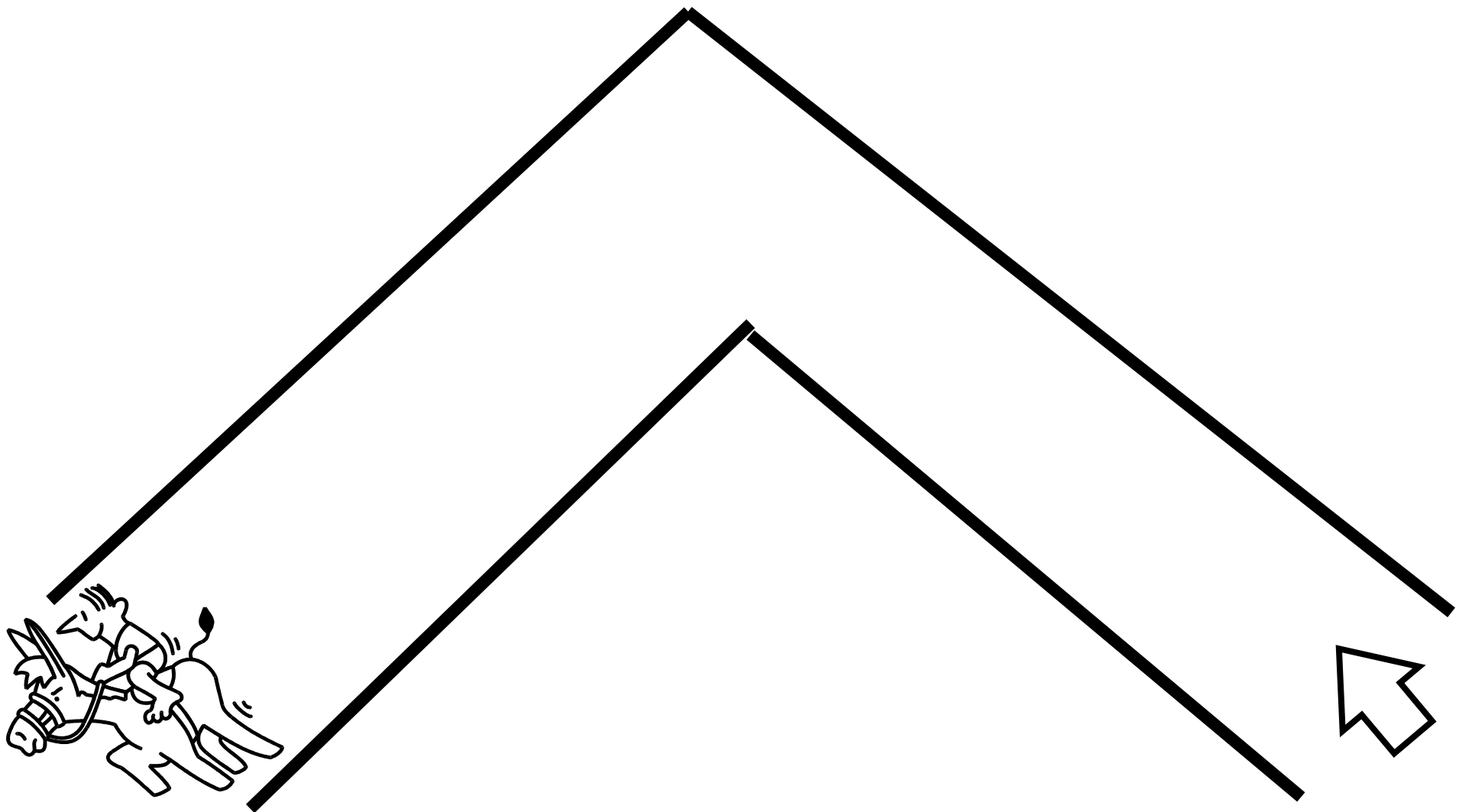
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



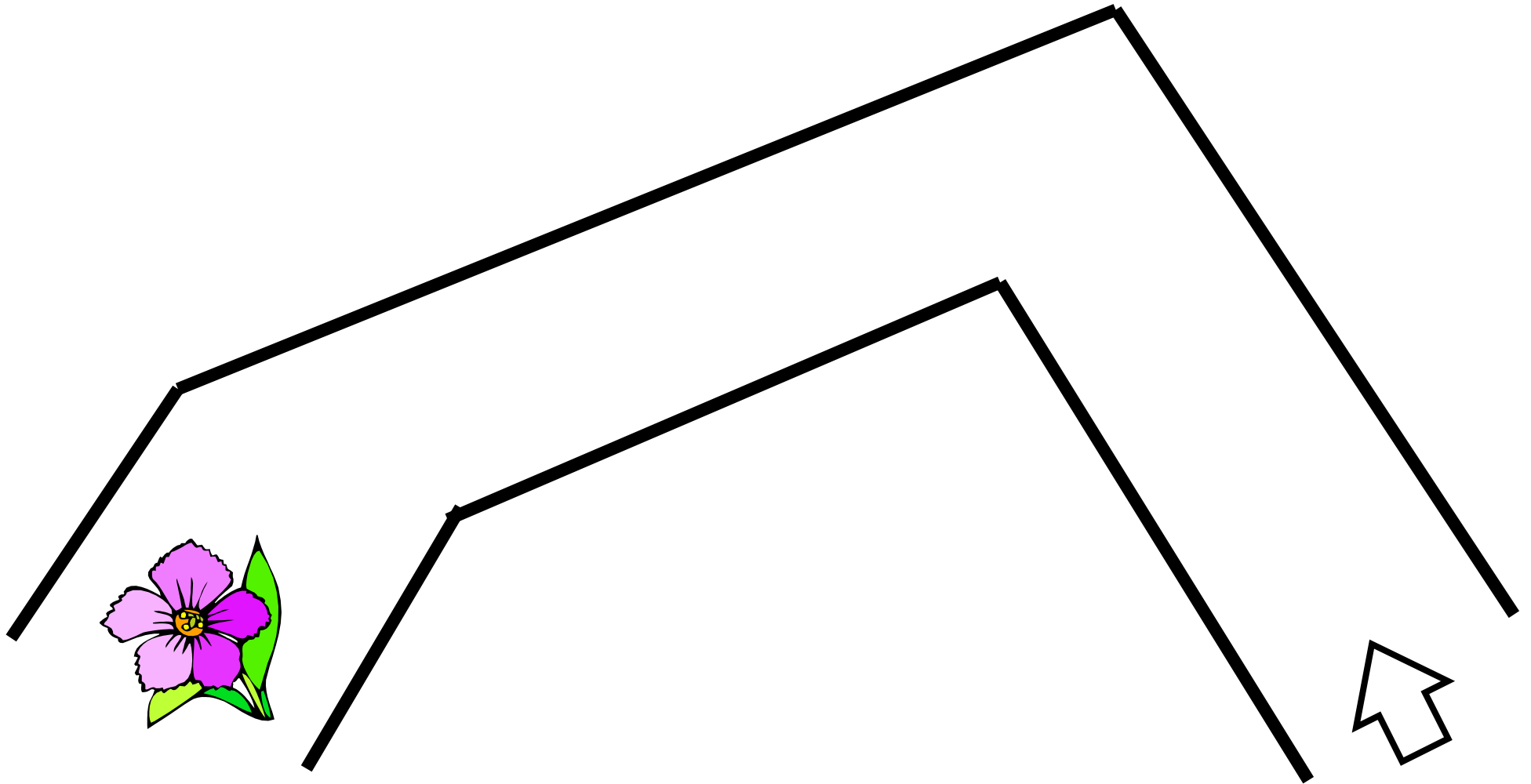
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



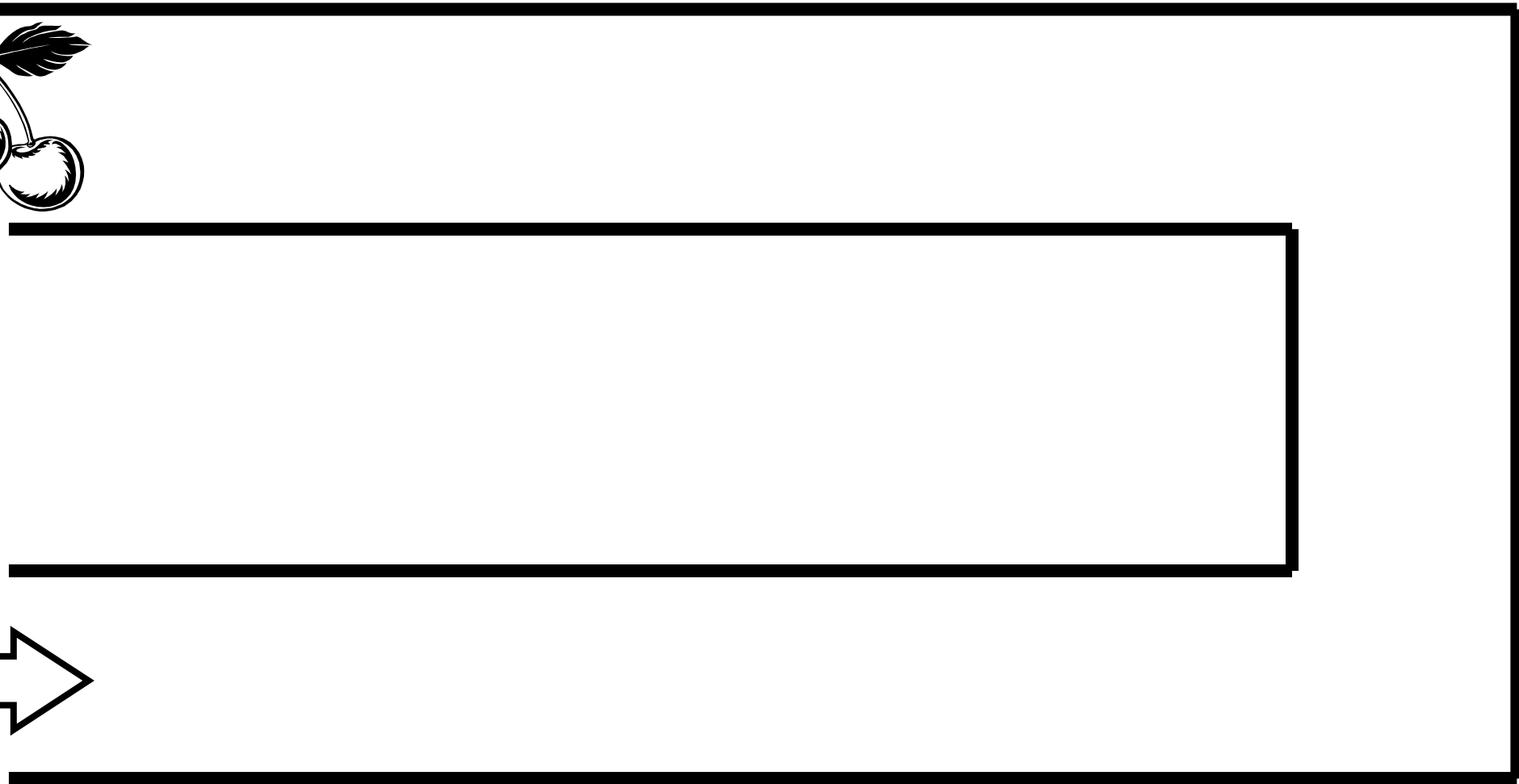
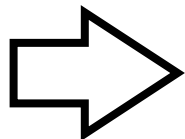
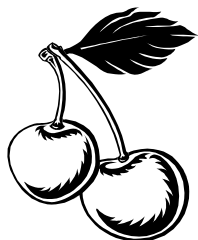
## LE STRADINE

Percorrere con il dito la stradina senza toccare i bordi.



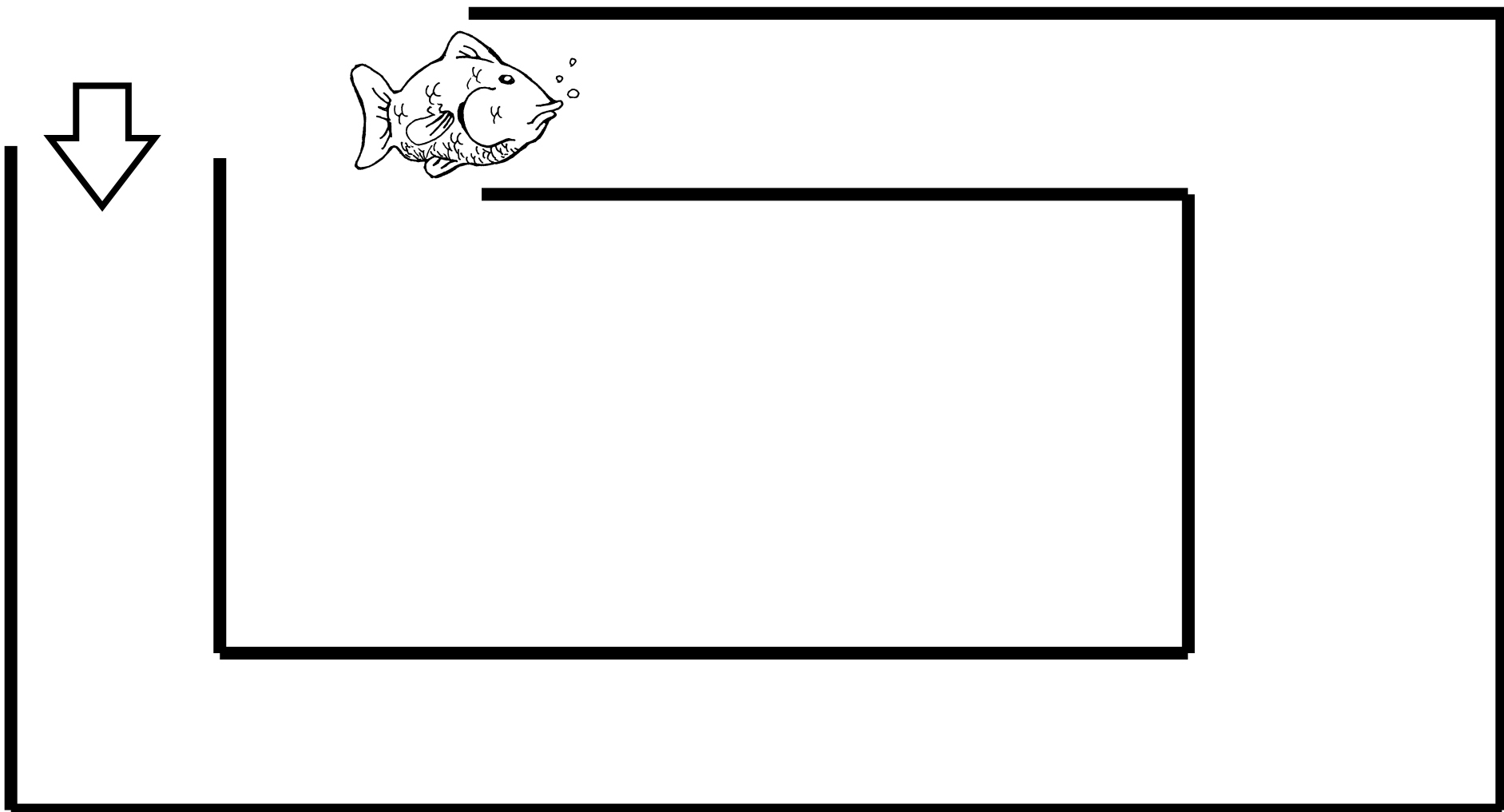
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



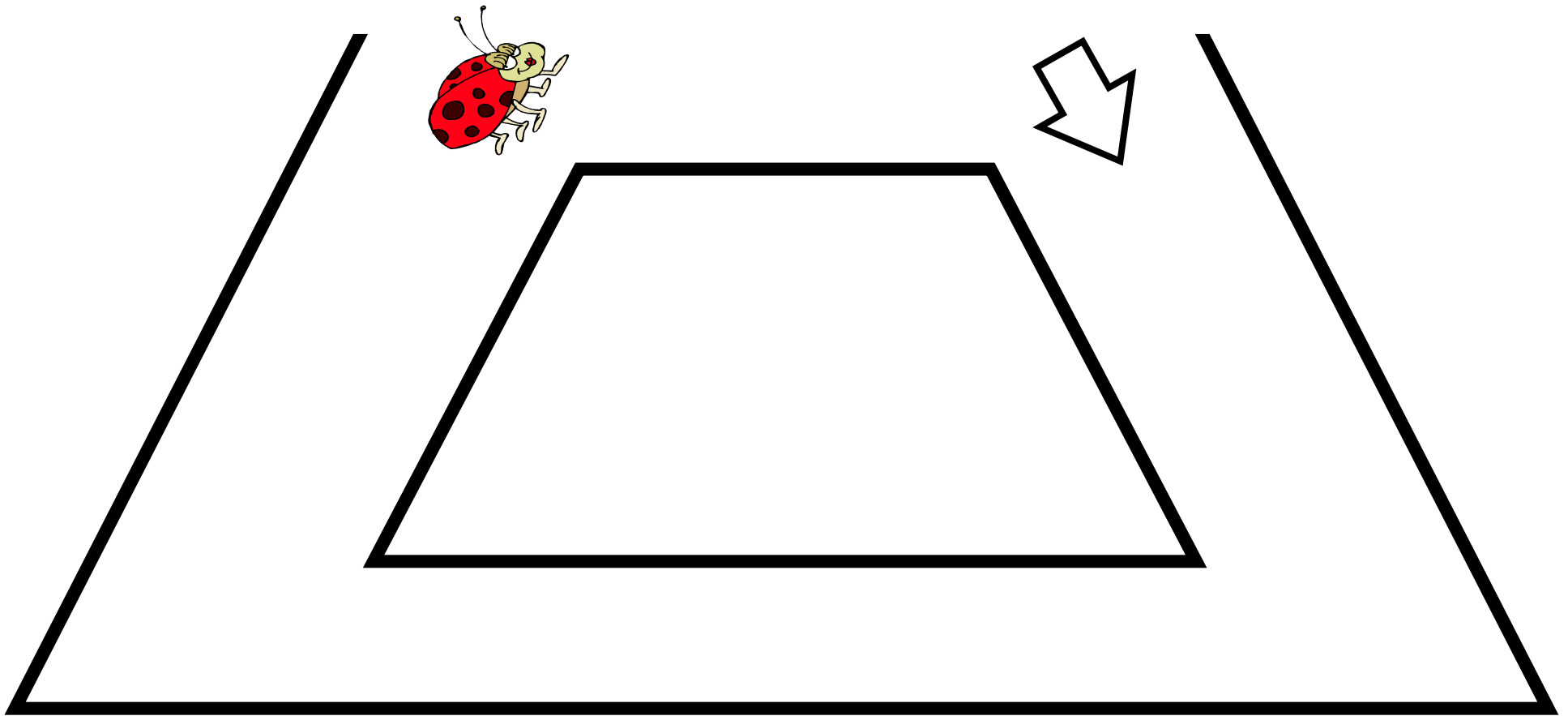
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



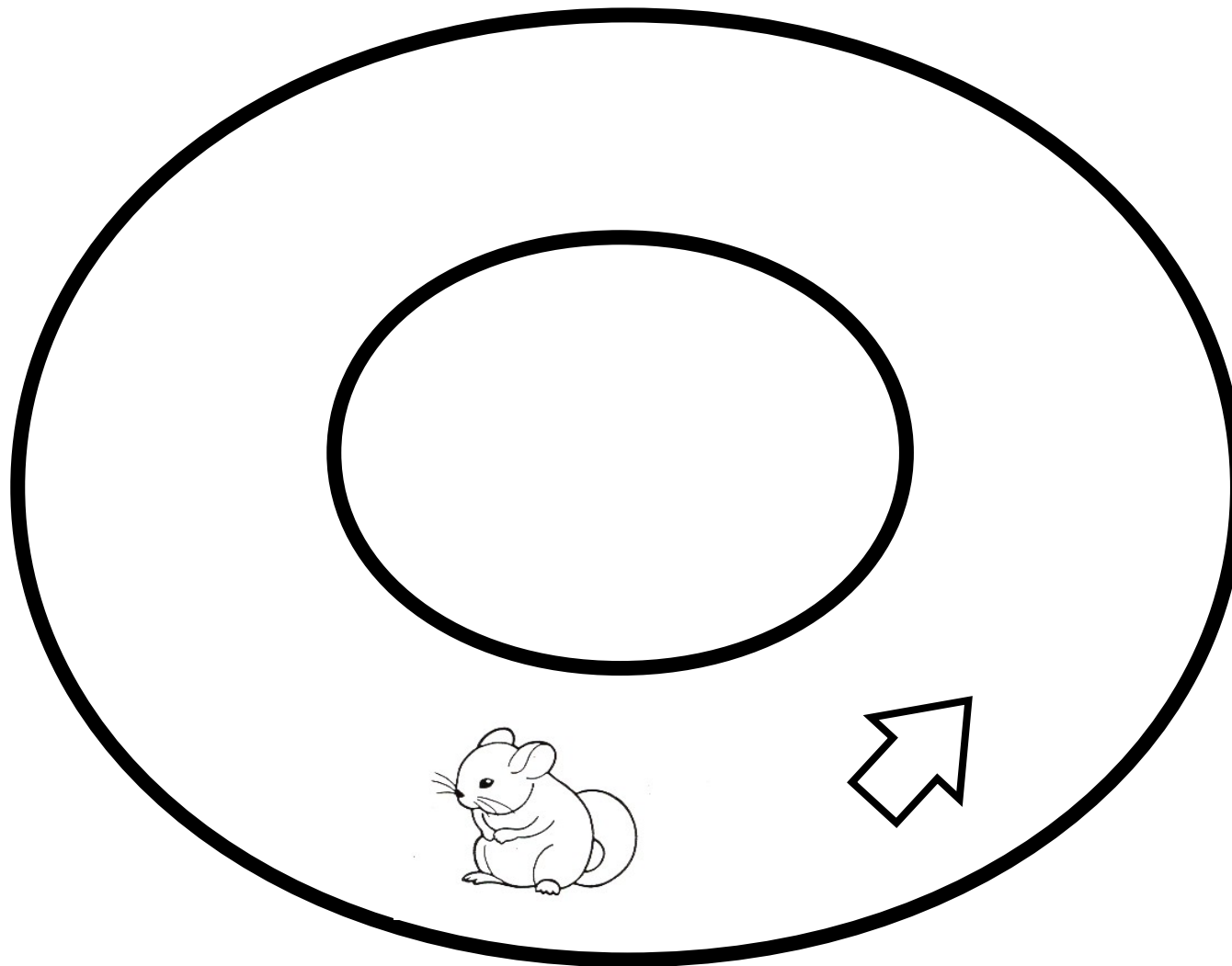
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



## LE STRADINE

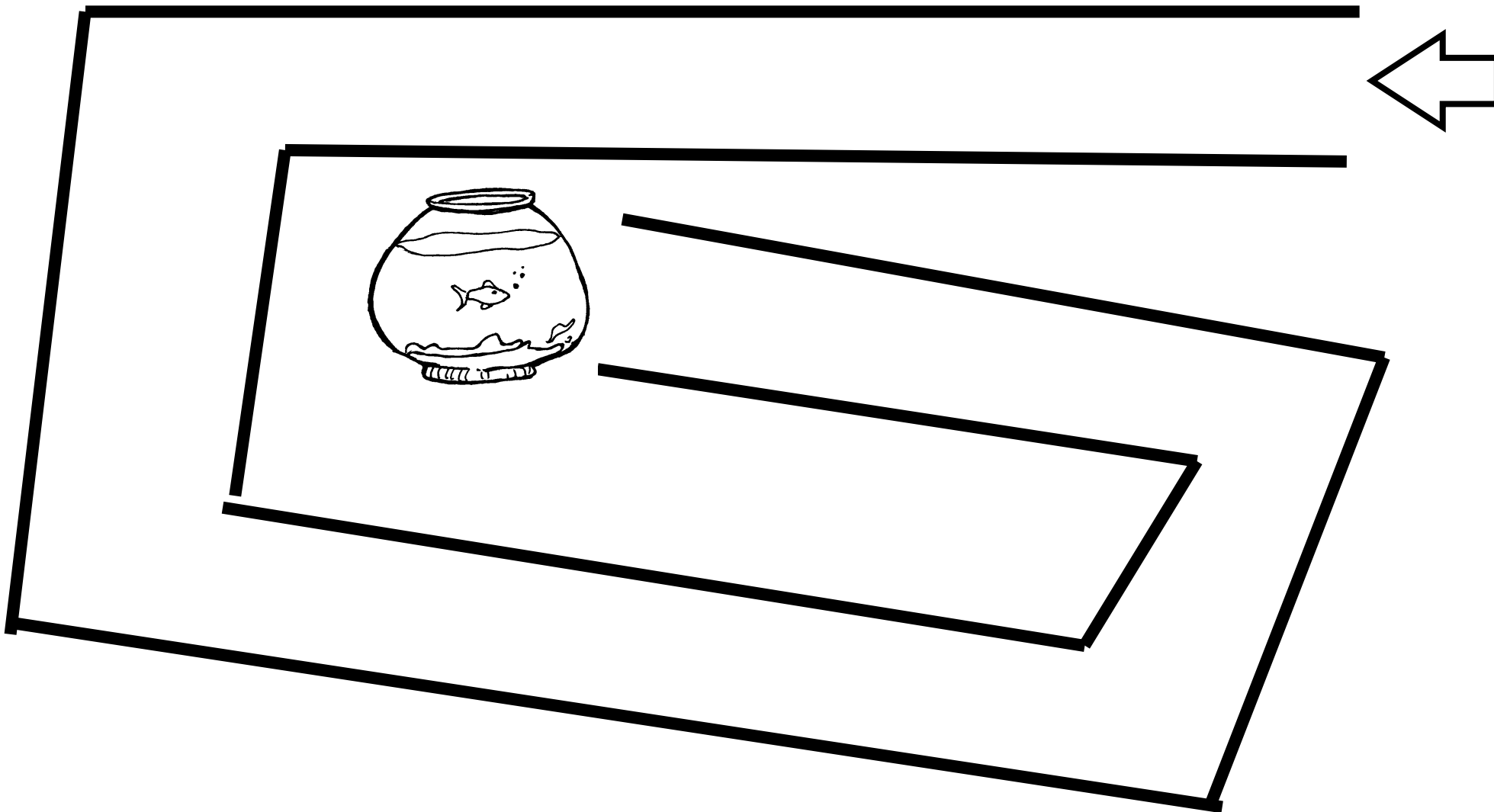
Far percorrere la stradina senza toccare i bordi.



## LE STRADINE

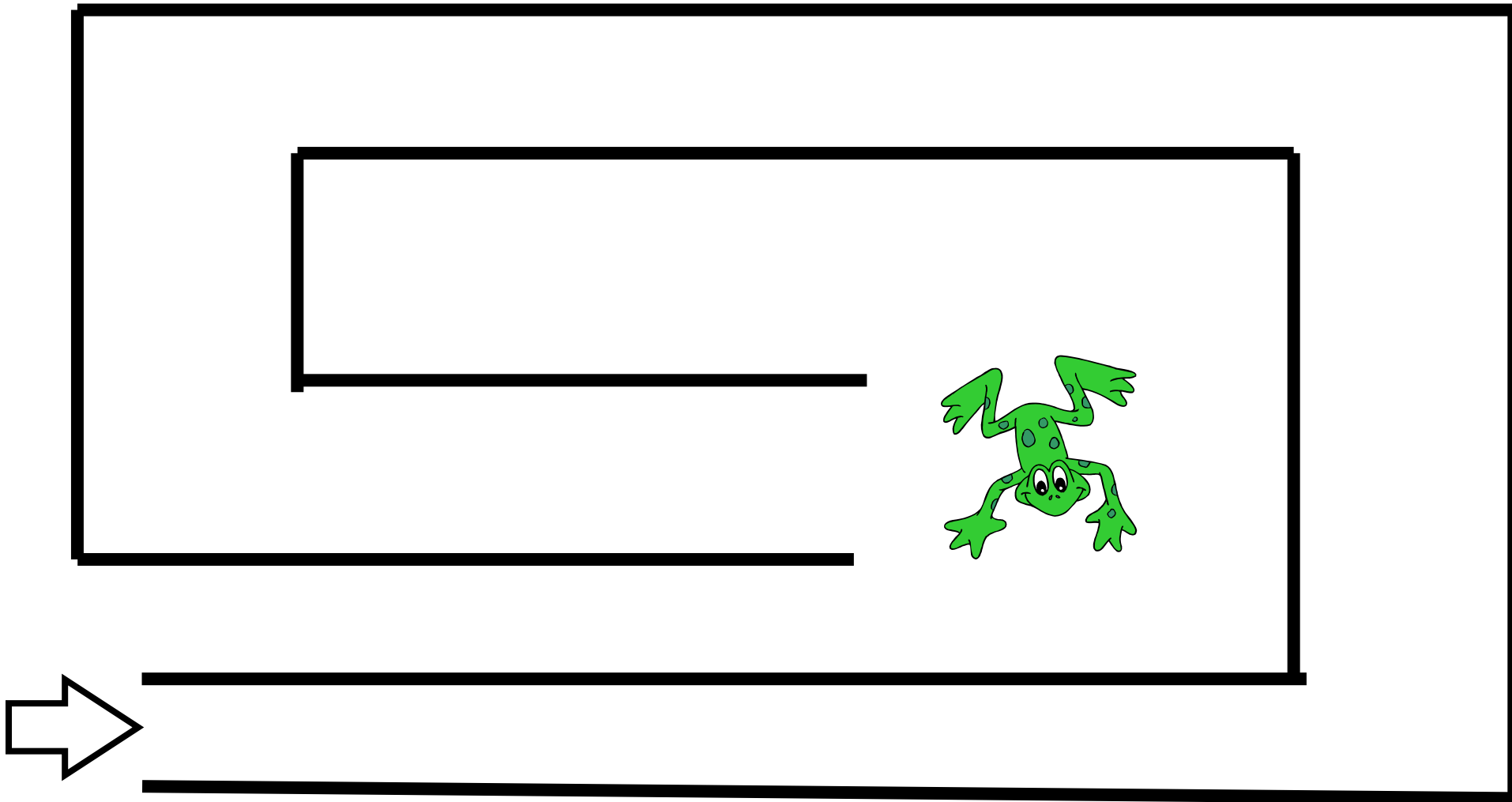
Far percorrere la stradina senza toccare i bordi.

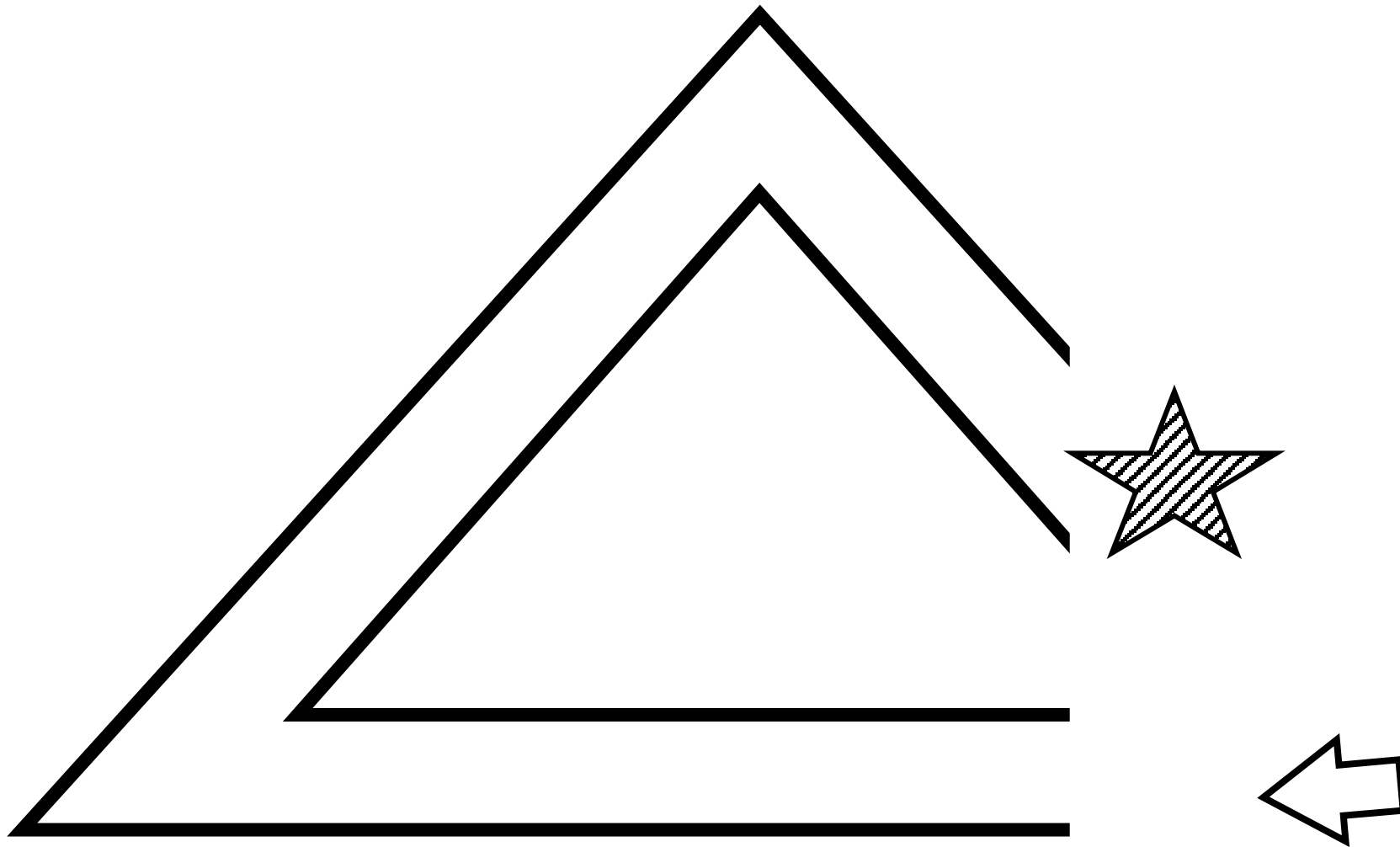




## LE STRADINE

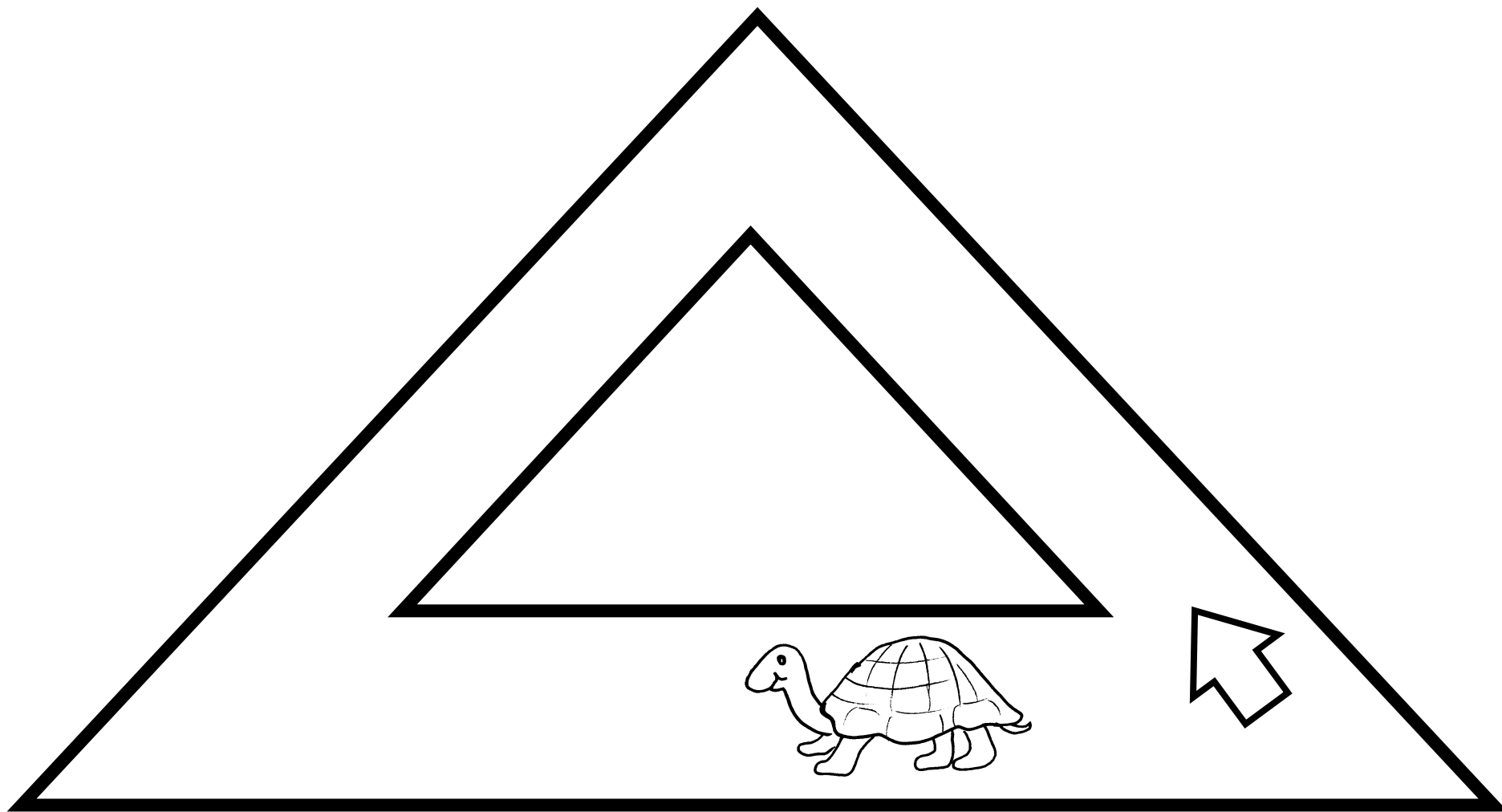
Far percorrere la stradina senza toccare i bordi.





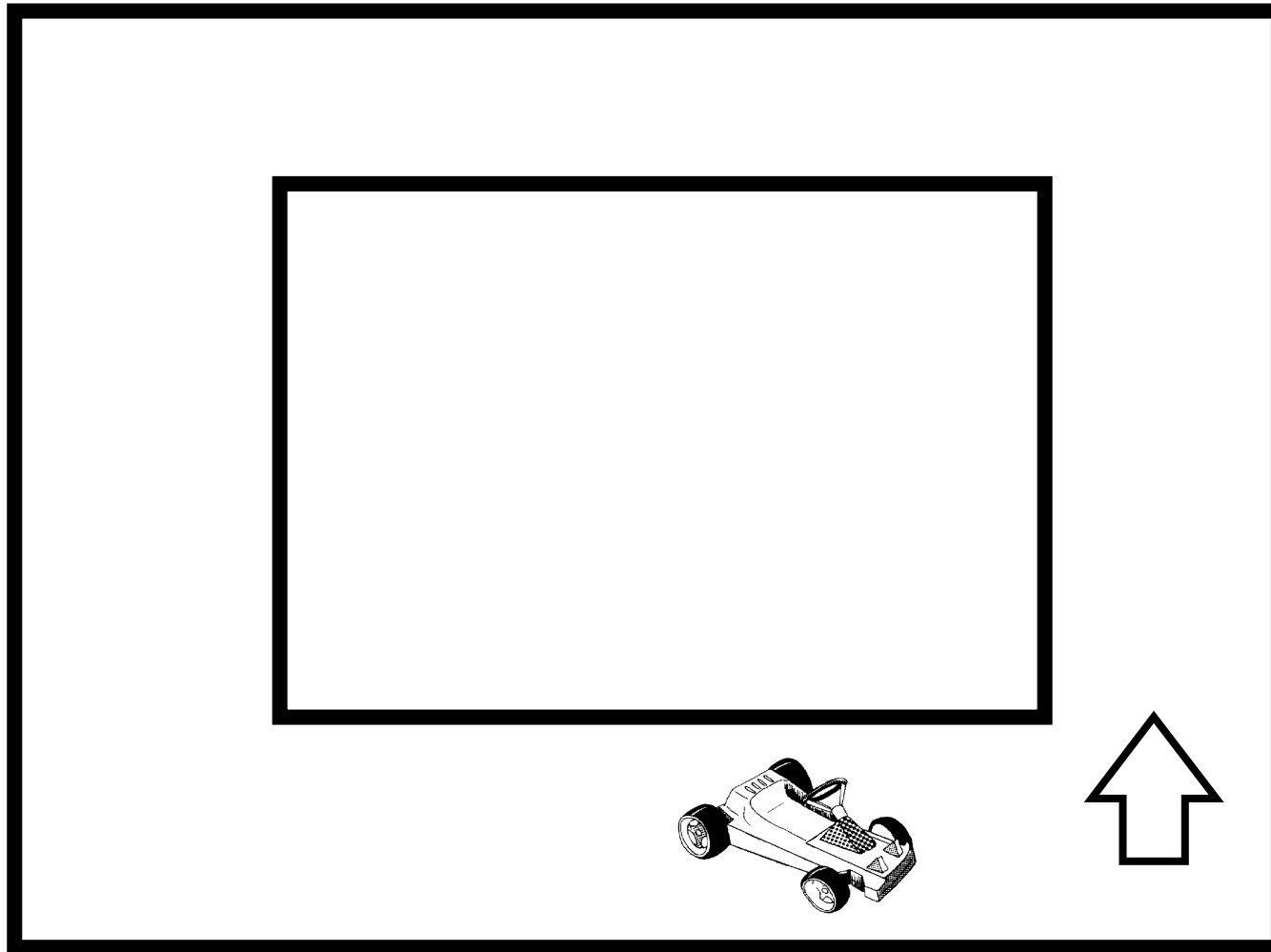
## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



## LE STRADINE

Far percorrere la stradina senza toccare i bordi.



# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

## *I LABIRINTI*

## I LABIRINTI

Era nota fin dall'antichità la necessità di dover attivare importanti meccanismi intellettivi per muoversi bene e risolvere i mille problemi posti da un labirinto. Solo l'eroe furbo e intelligente riusciva a uscire da un labirinto, lo stupido no. La presenza di questa prova d'intelligenza nei maggiori test conferma l'importanza che gli studiosi hanno sempre dato a questa attività.

Per muoversi correttamente in esso, camminando al centro della stradina, percorrendo la via più breve, bisogna avere infatti l'immagine d'insieme degli spazi, dei percorsi e delle varie possibilità; quindi bisogna saper provare e trovare mentalmente e rapidamente la soluzione migliore.

### UTILIZZAZIONE

E' bene effettuare il percorso con il dito al fine di sviluppare non solo l'orientamento nello spazio, ma anche la coordinazione occhio-mano e il pregrafismo.

La scheda risulta non superata se il ragazzo attraversa qualche linea :“I muri che non si possono superare “ o se non sa scegliere la strada più breve.

Prima di far iniziare il percorso con il dito, è utile invitare il ragazzo a farlo mentalmente, in modo tale da stimolare al massimo la concettualizzazione del problema. Per ottenere ciò basta invitarlo a percorrere il labirinto “con gli occhi”, pensando alla strada più breve.

### VERBALIZZAZIONE

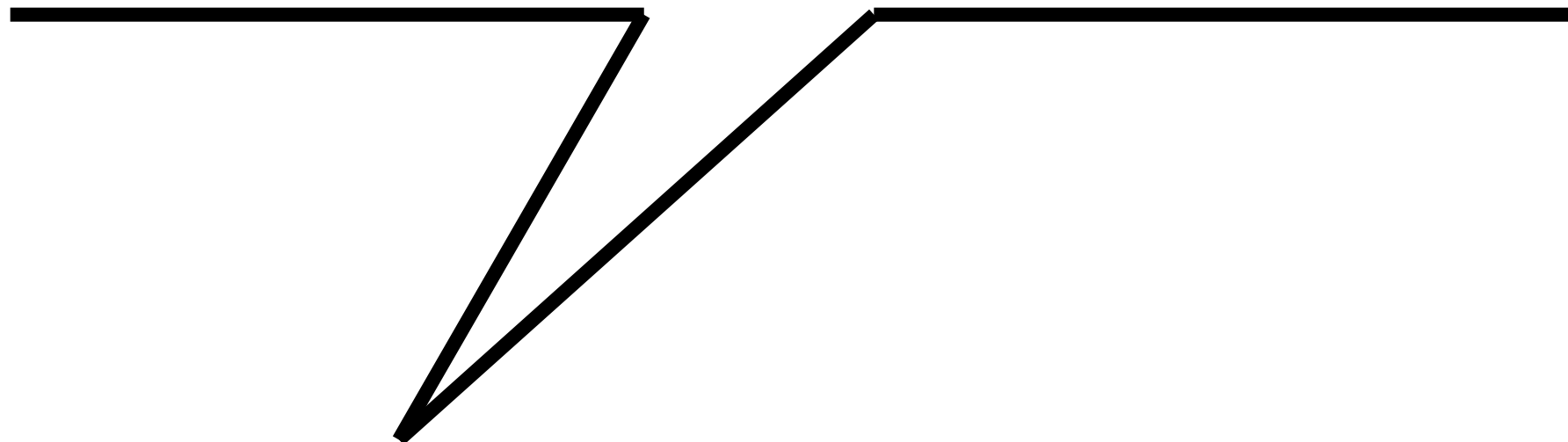
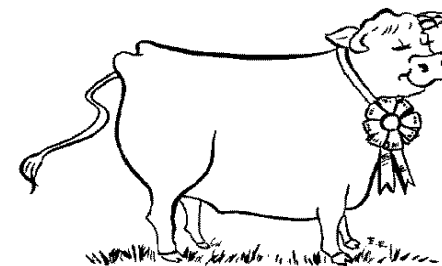
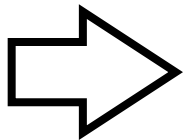
La verbalizzazione di un labirinto è più complessa, rispetto alla possibilità di effettuarlo senza di questa. La si aiuterà pertanto descrivendo noi la strada che il bambino sta seguendo.

Poiché i concetti spaziali richiedono capacità intellettive e verbali non indifferenti, tale verbalizzazione può essere attuata anche in un momento successivo, quando il bambino avrà acquisito una maggiore maturità verbale.

### ETA' MENTALE DI RIFERIMENTO

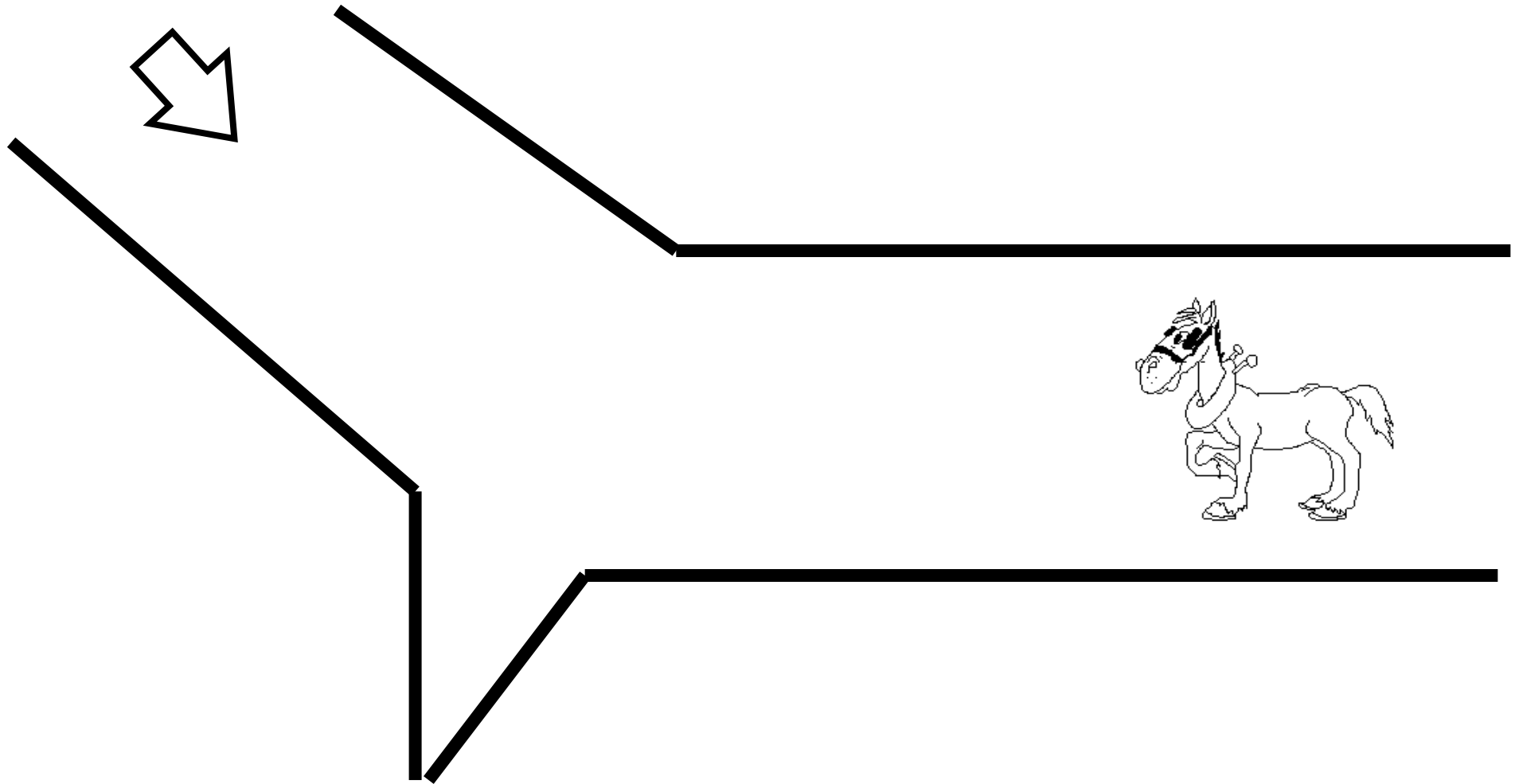
Tre anni di età cronologica o mentale.





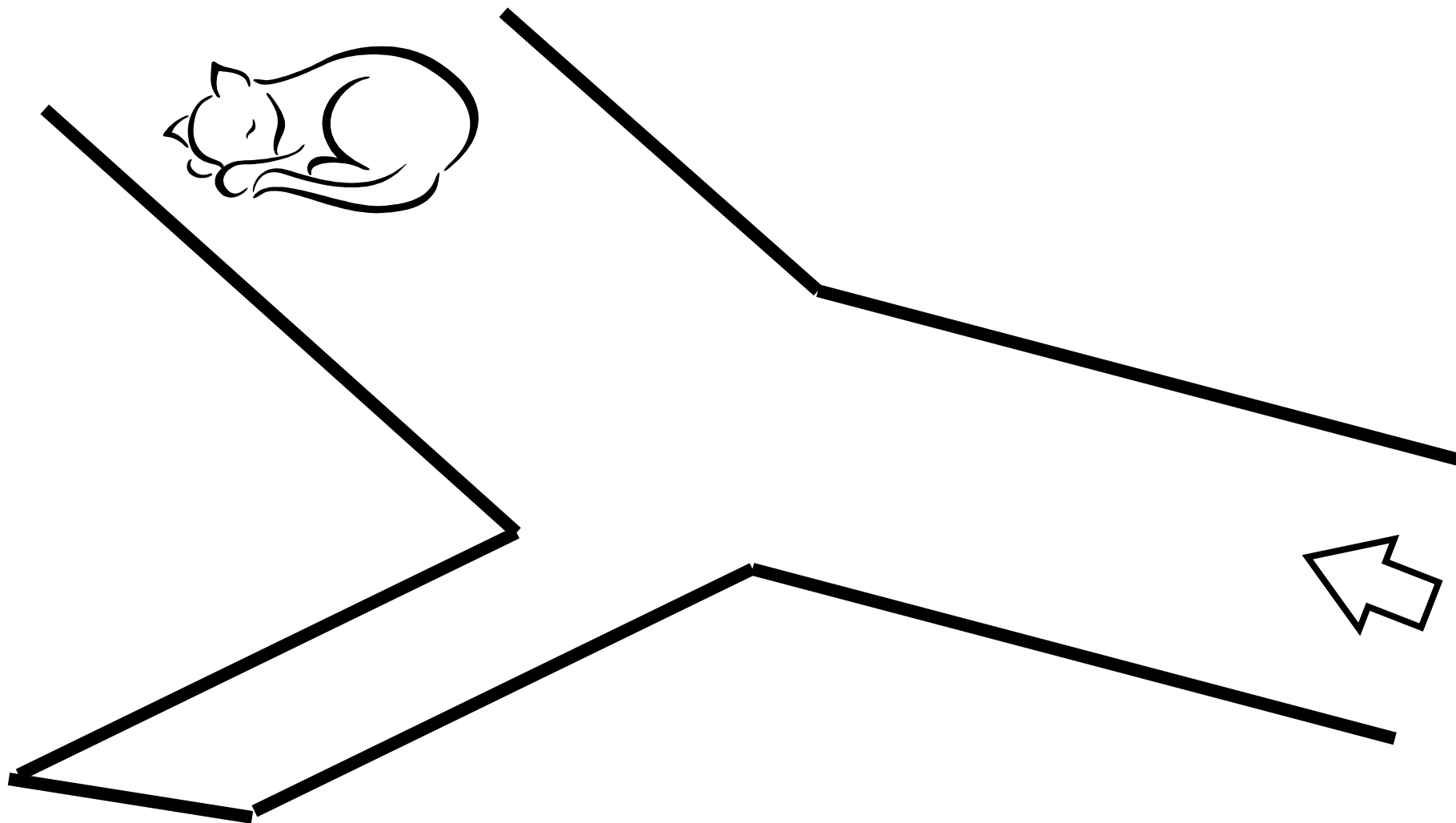
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

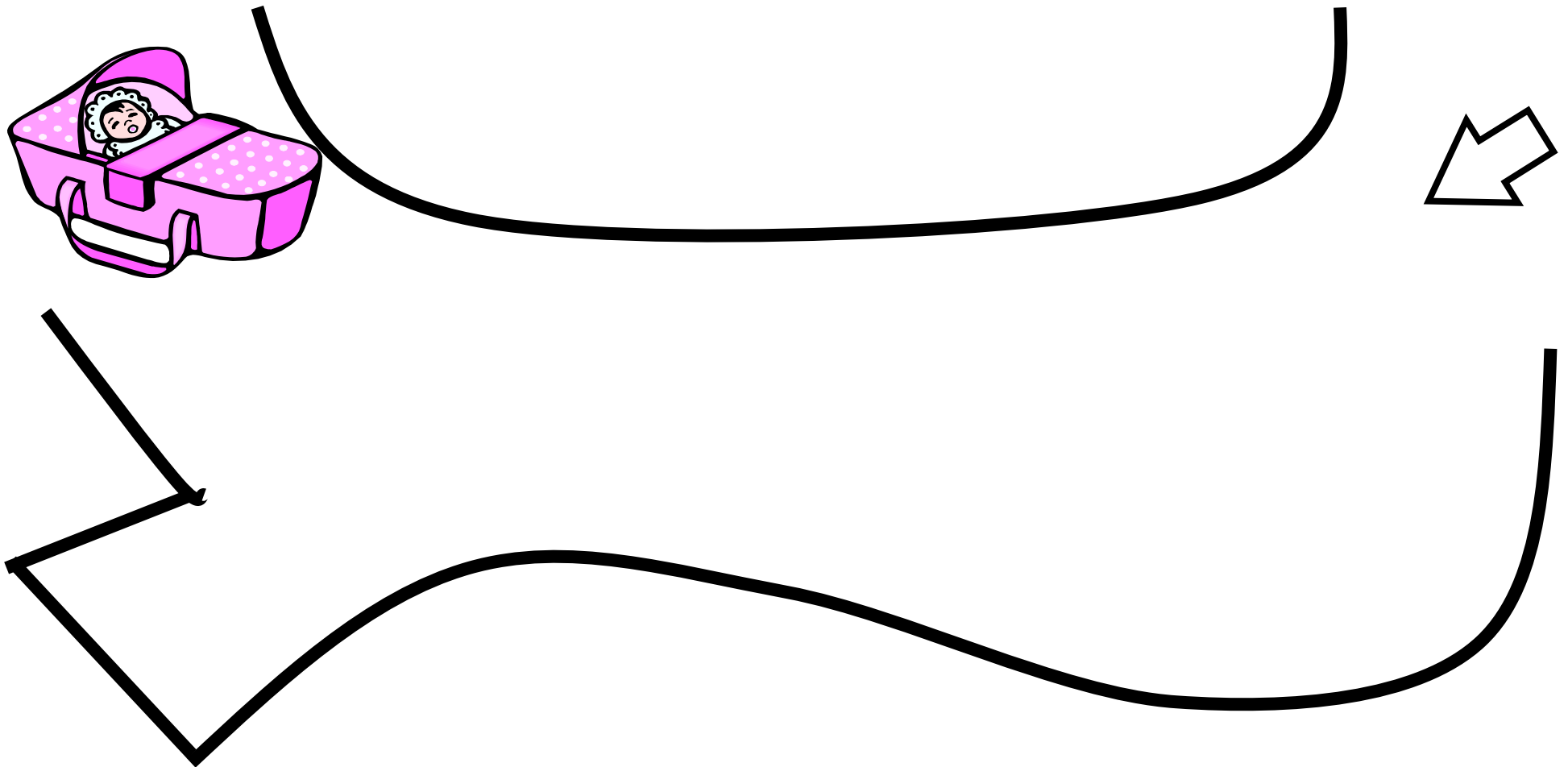
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

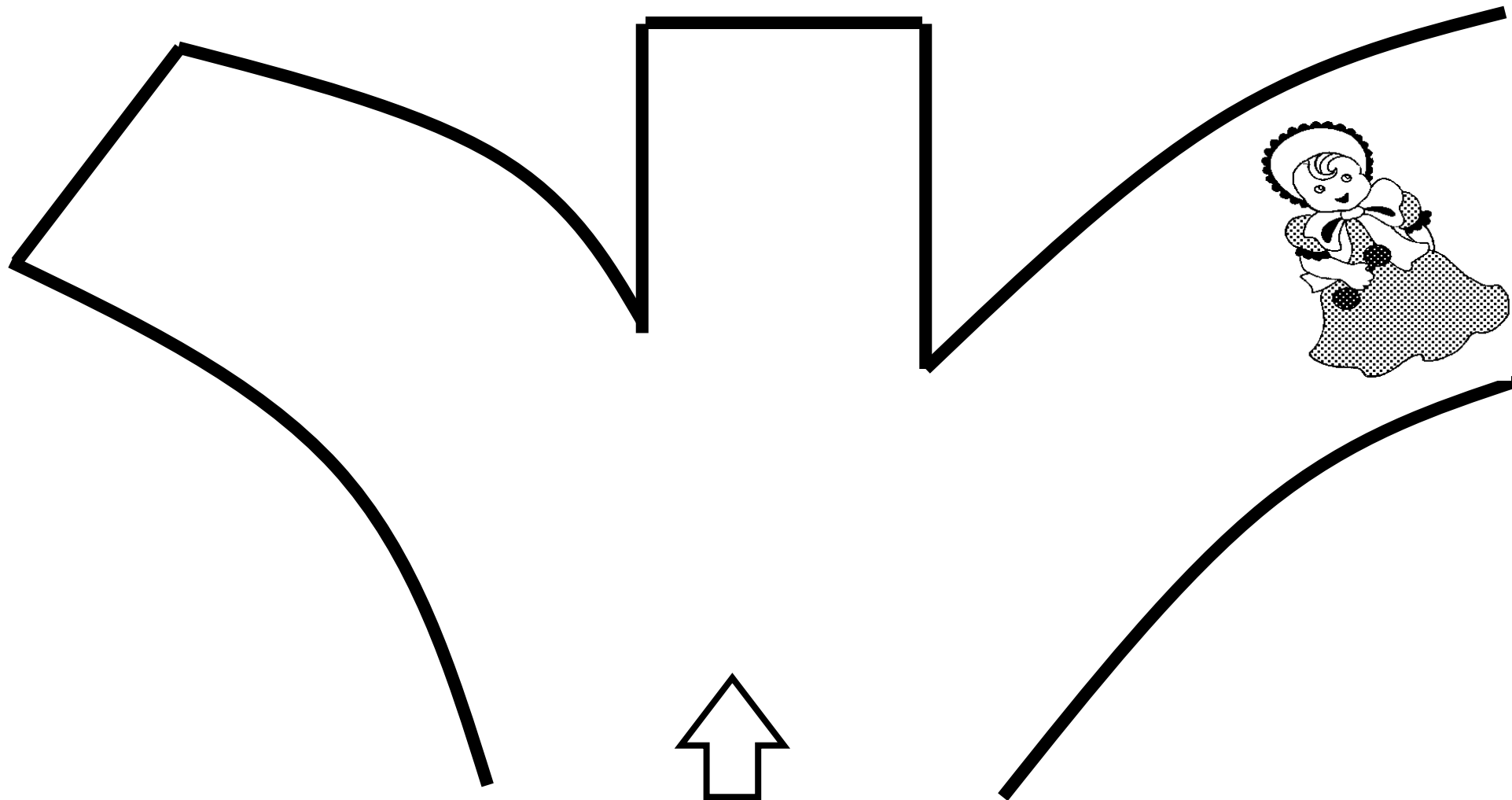
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





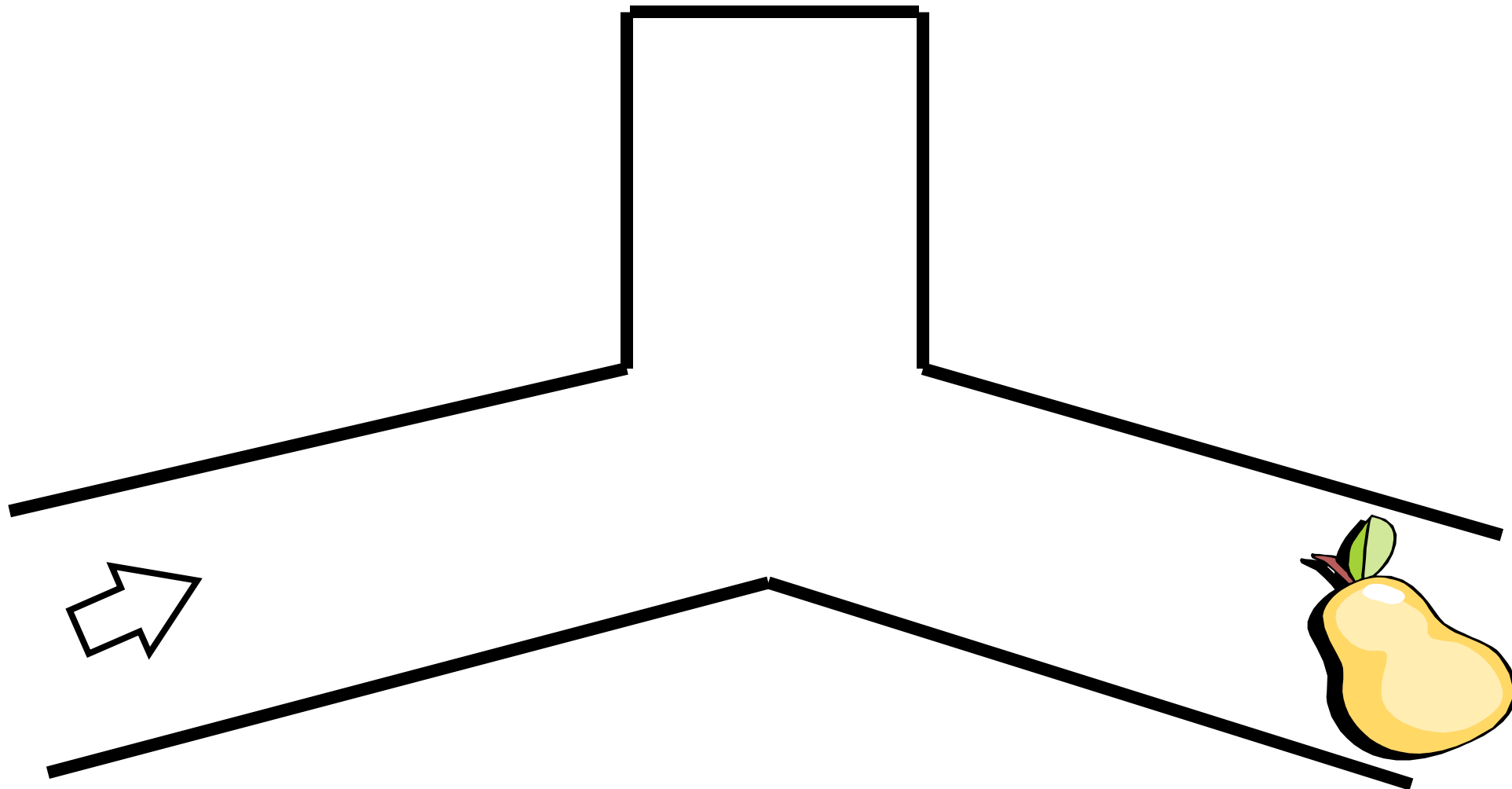
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



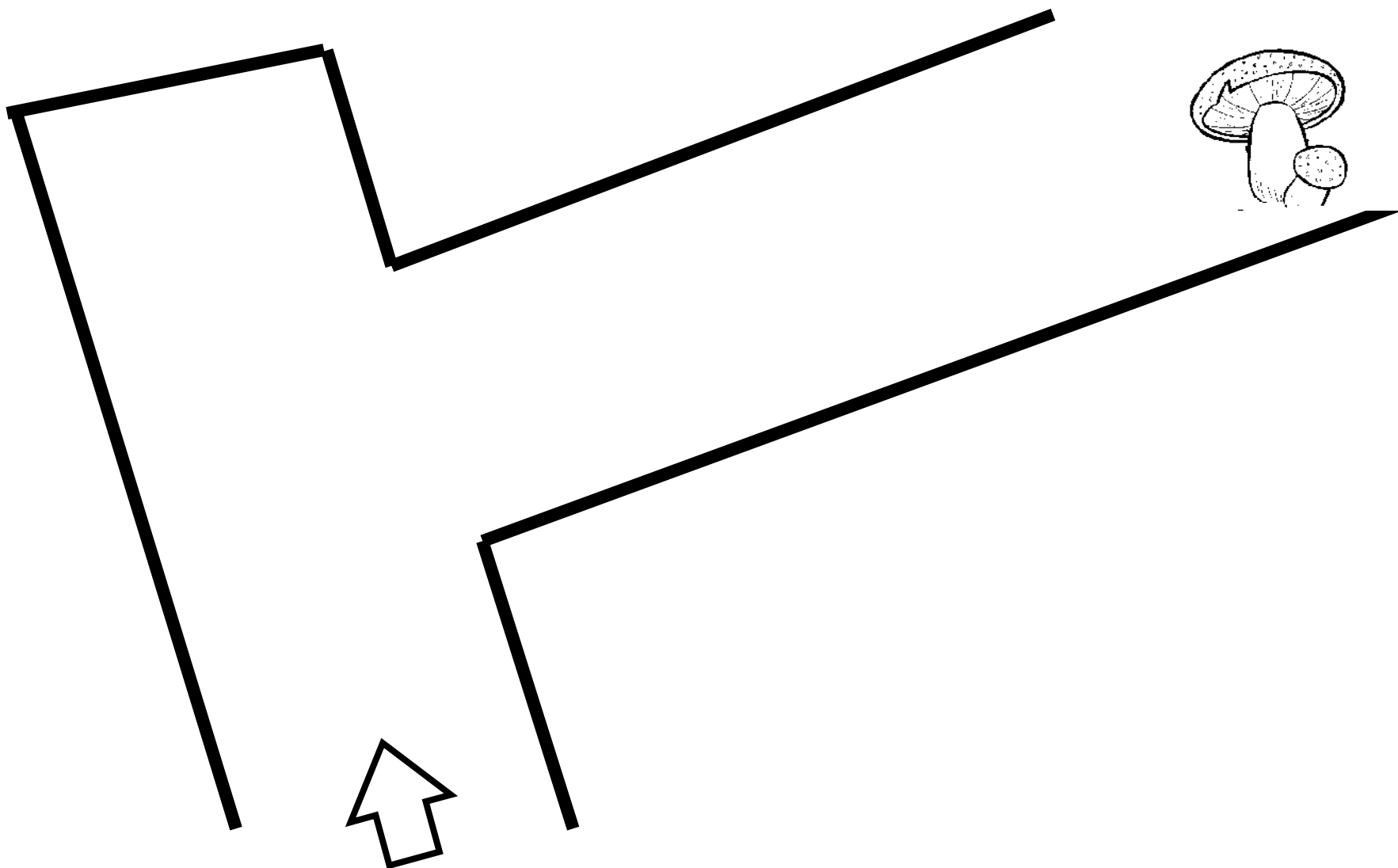
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



## I LABIRINTI

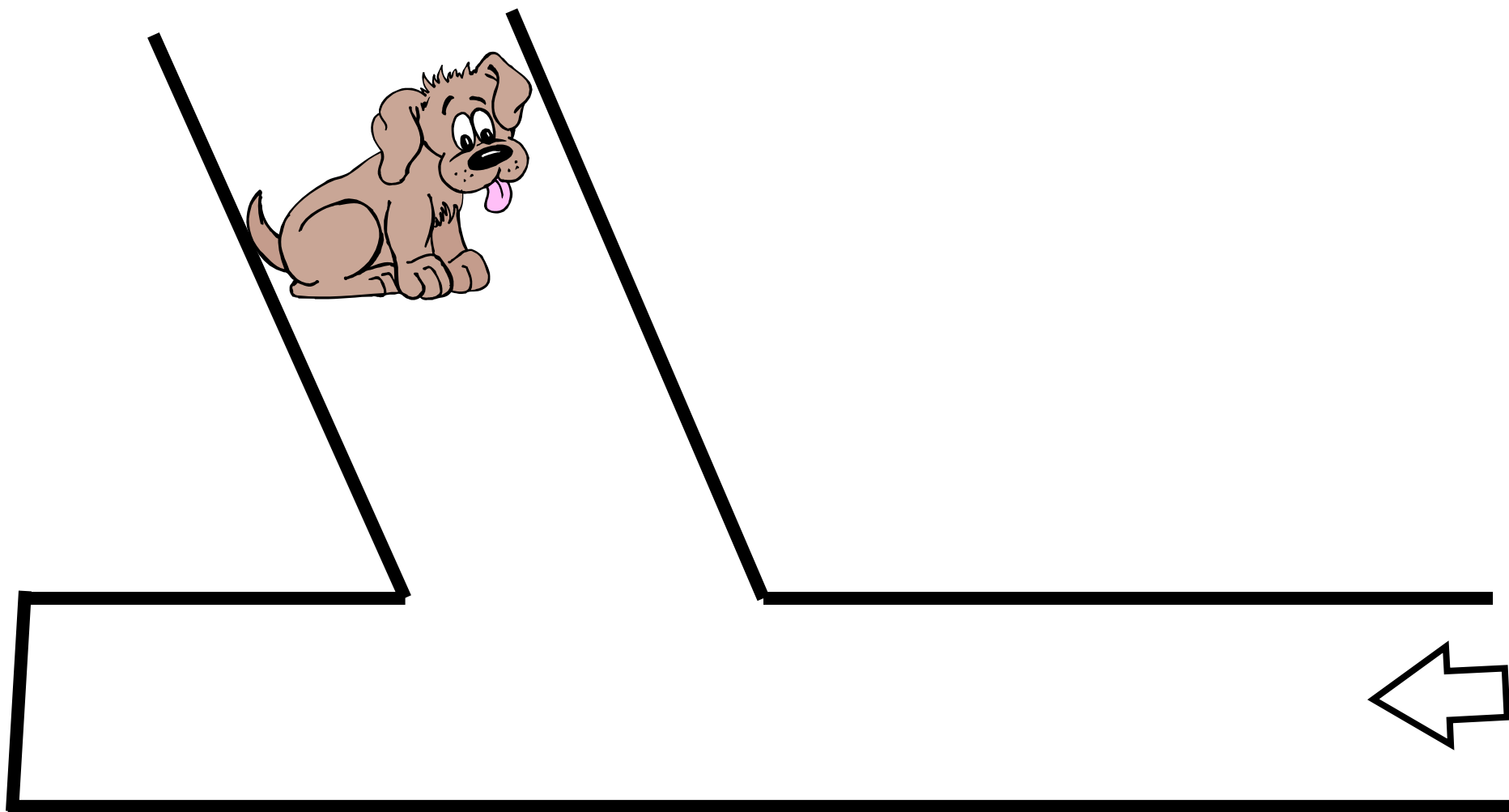
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



### I LABIRINTI

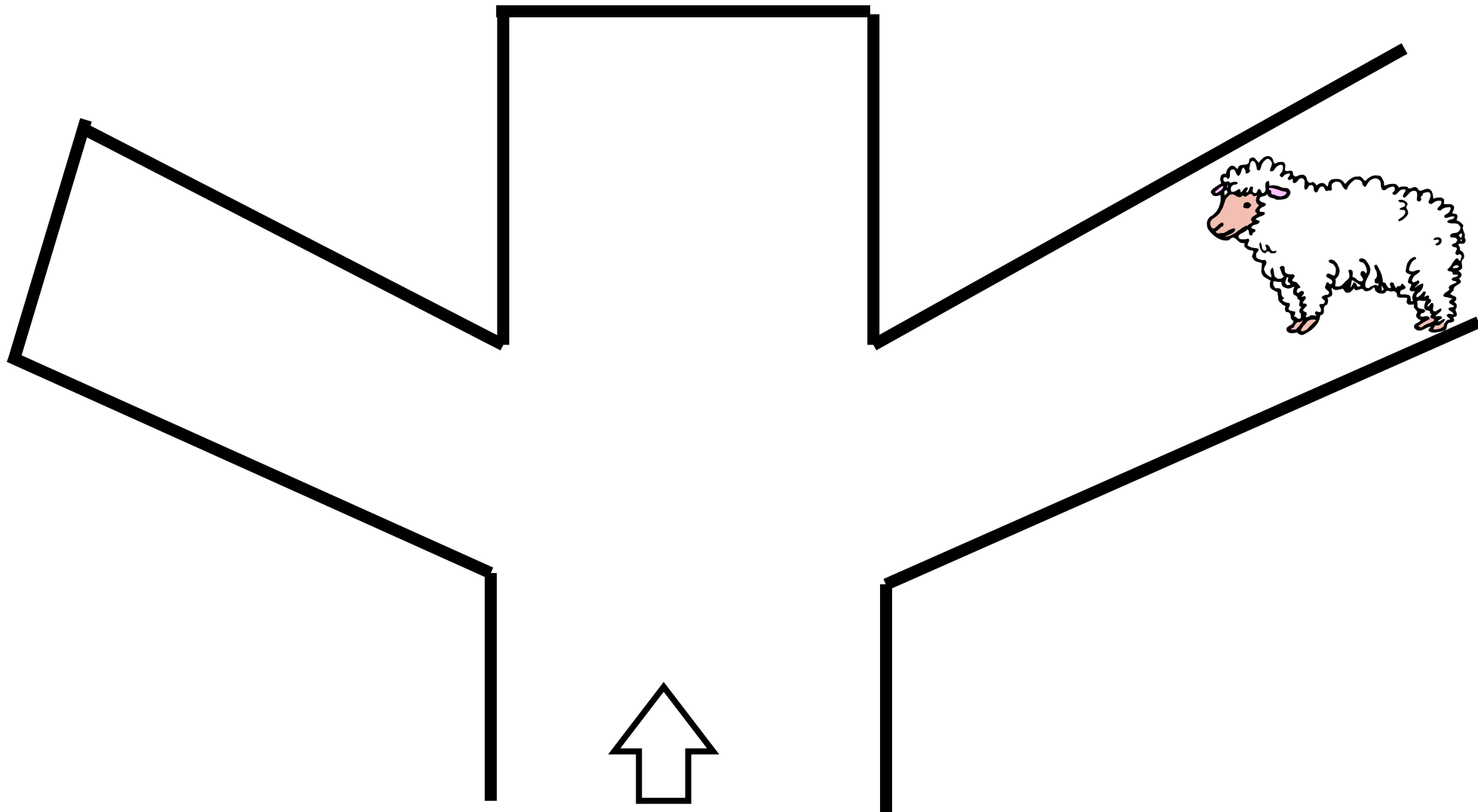
Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.





## I LABIRINTI

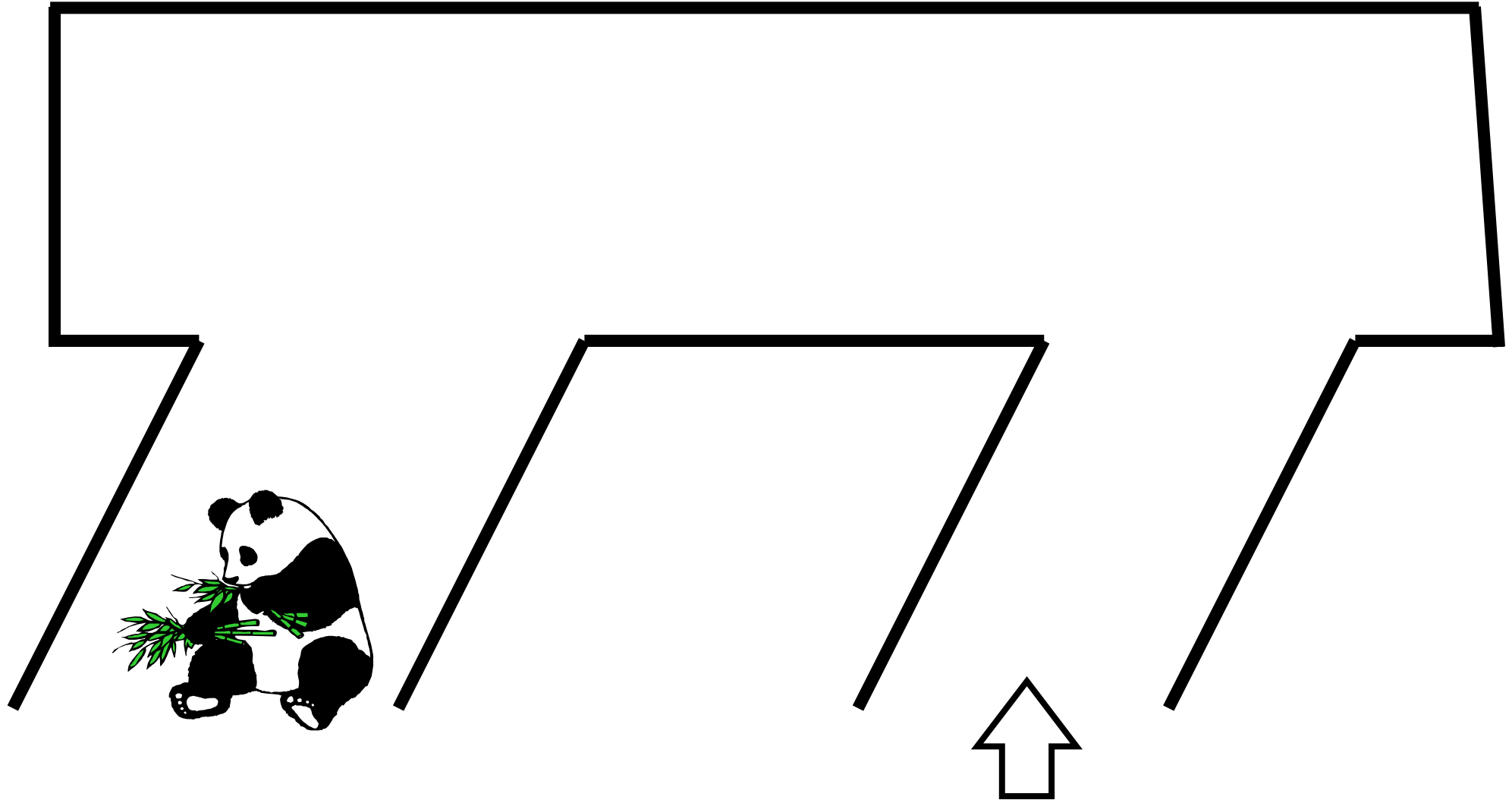
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

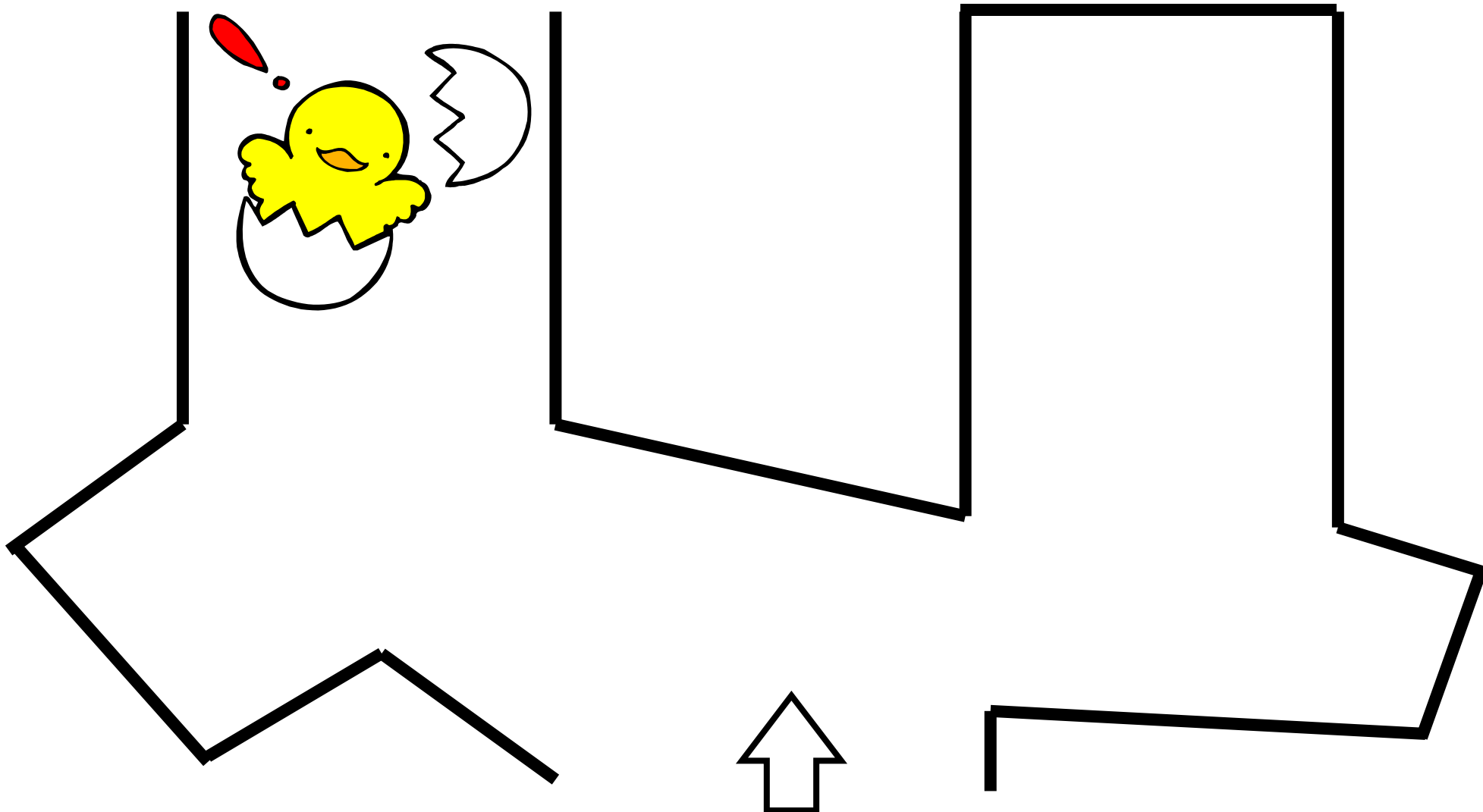
Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.





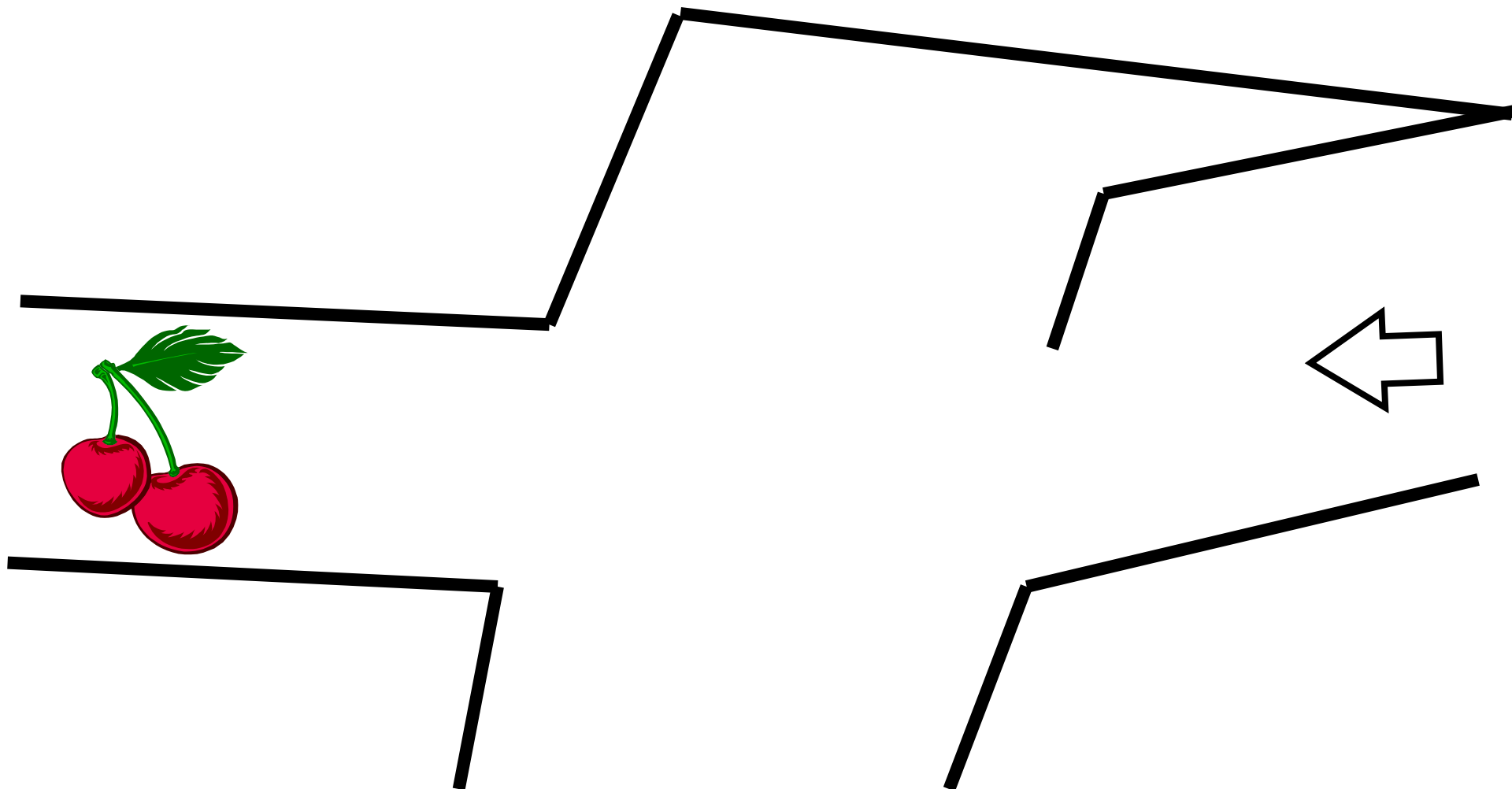
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



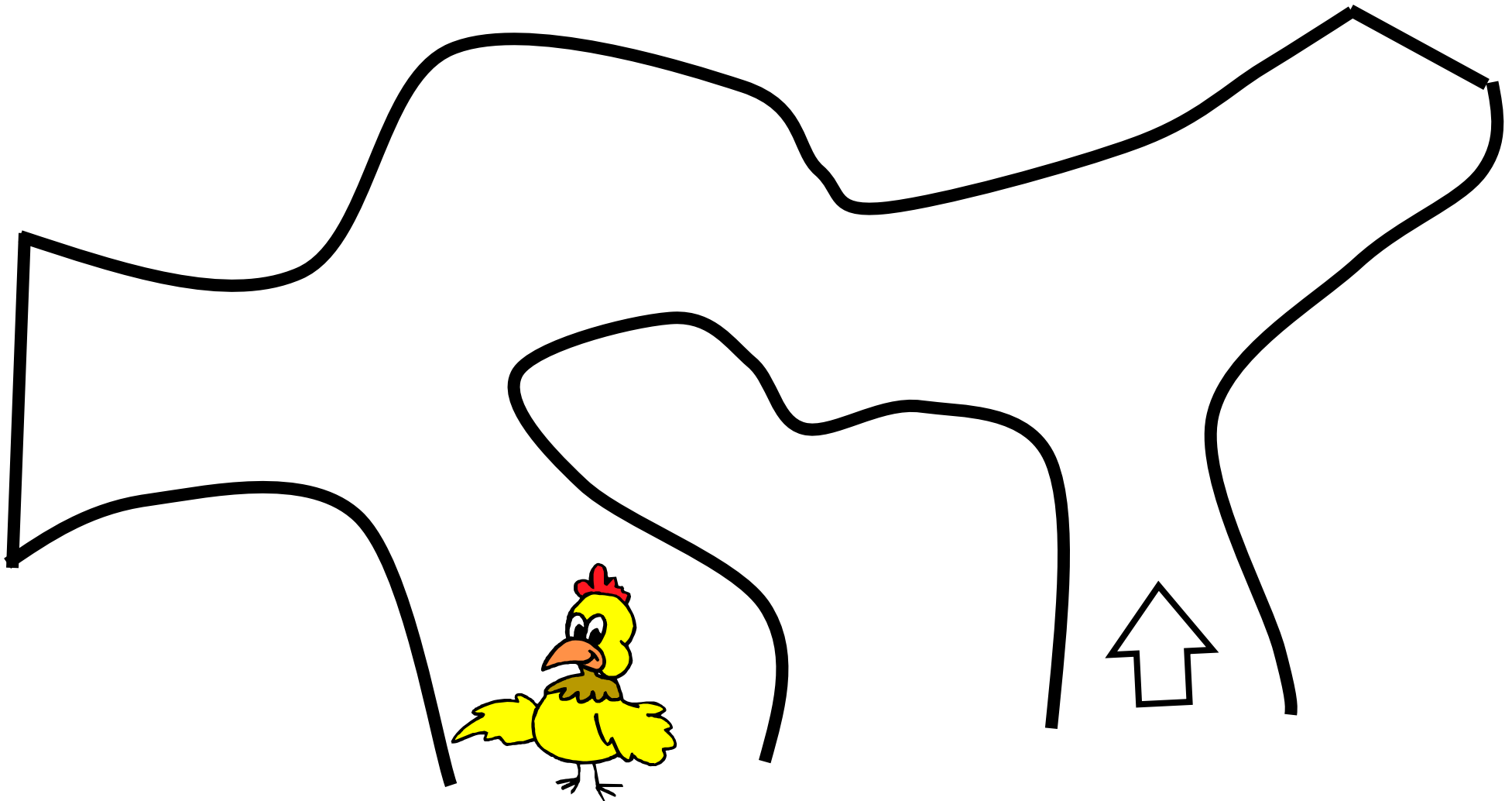
### I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



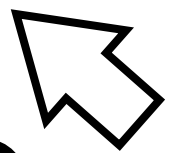
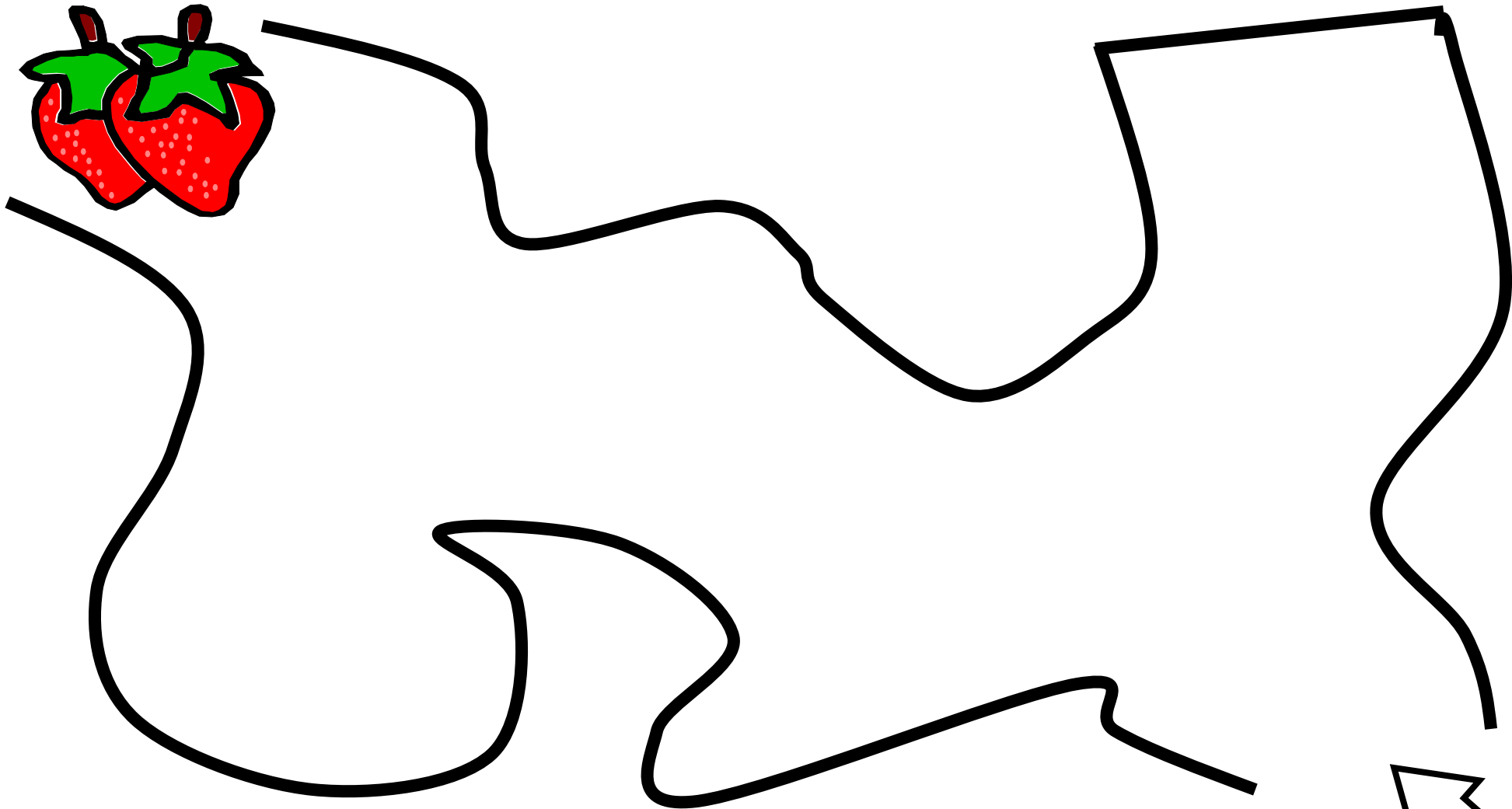
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



## I LABIRINTI

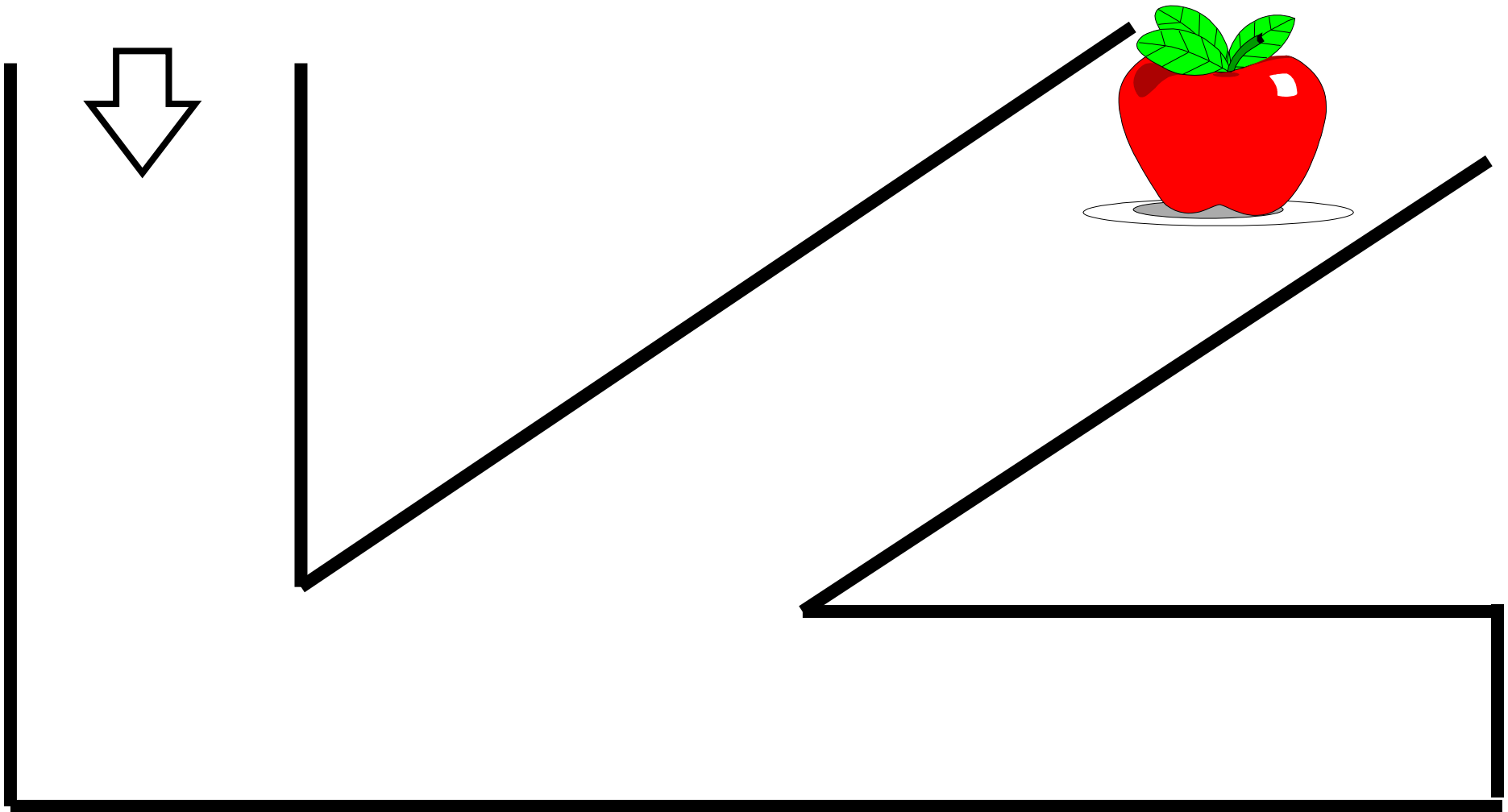
Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



I LABIRINTI

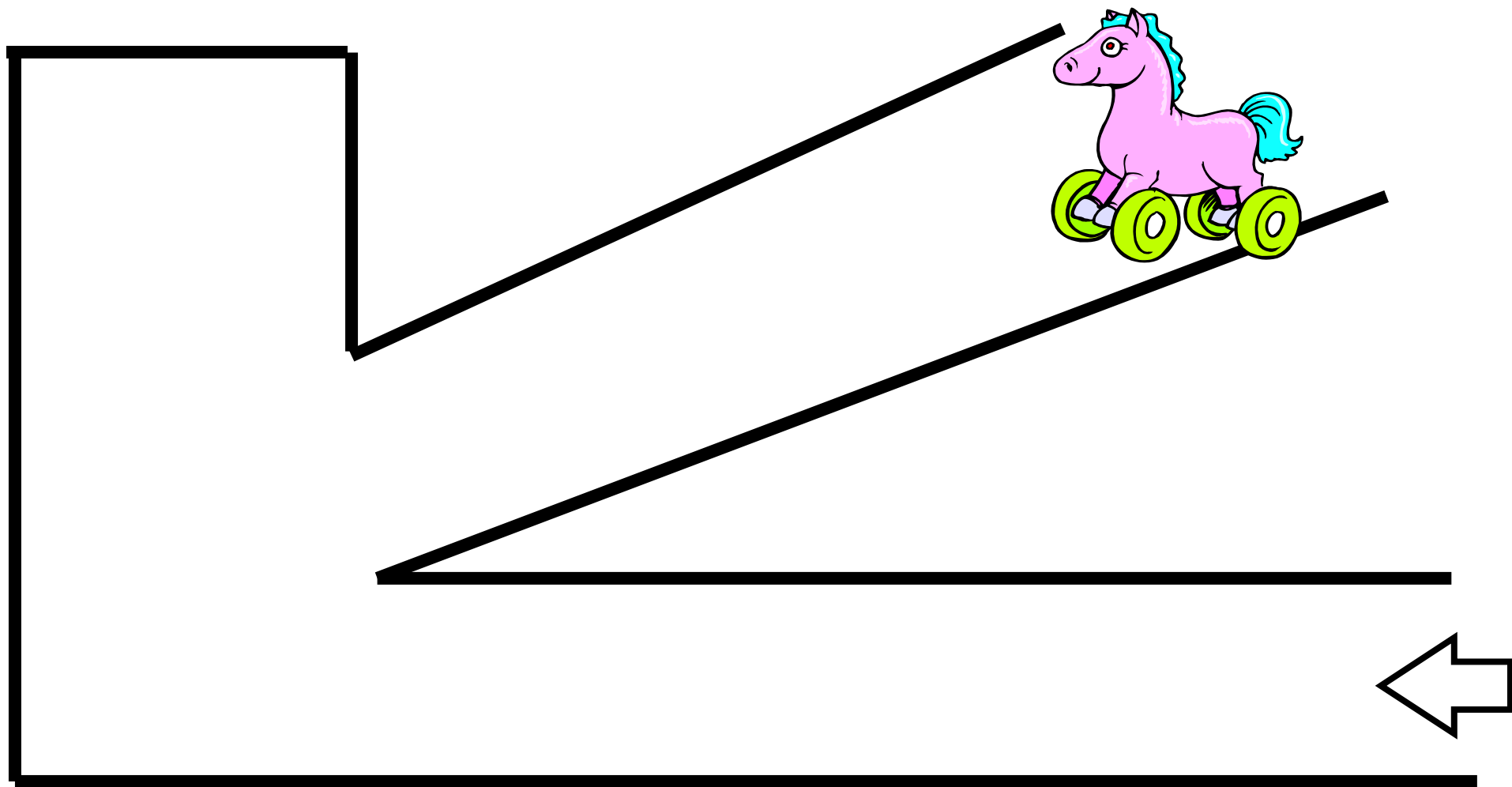
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





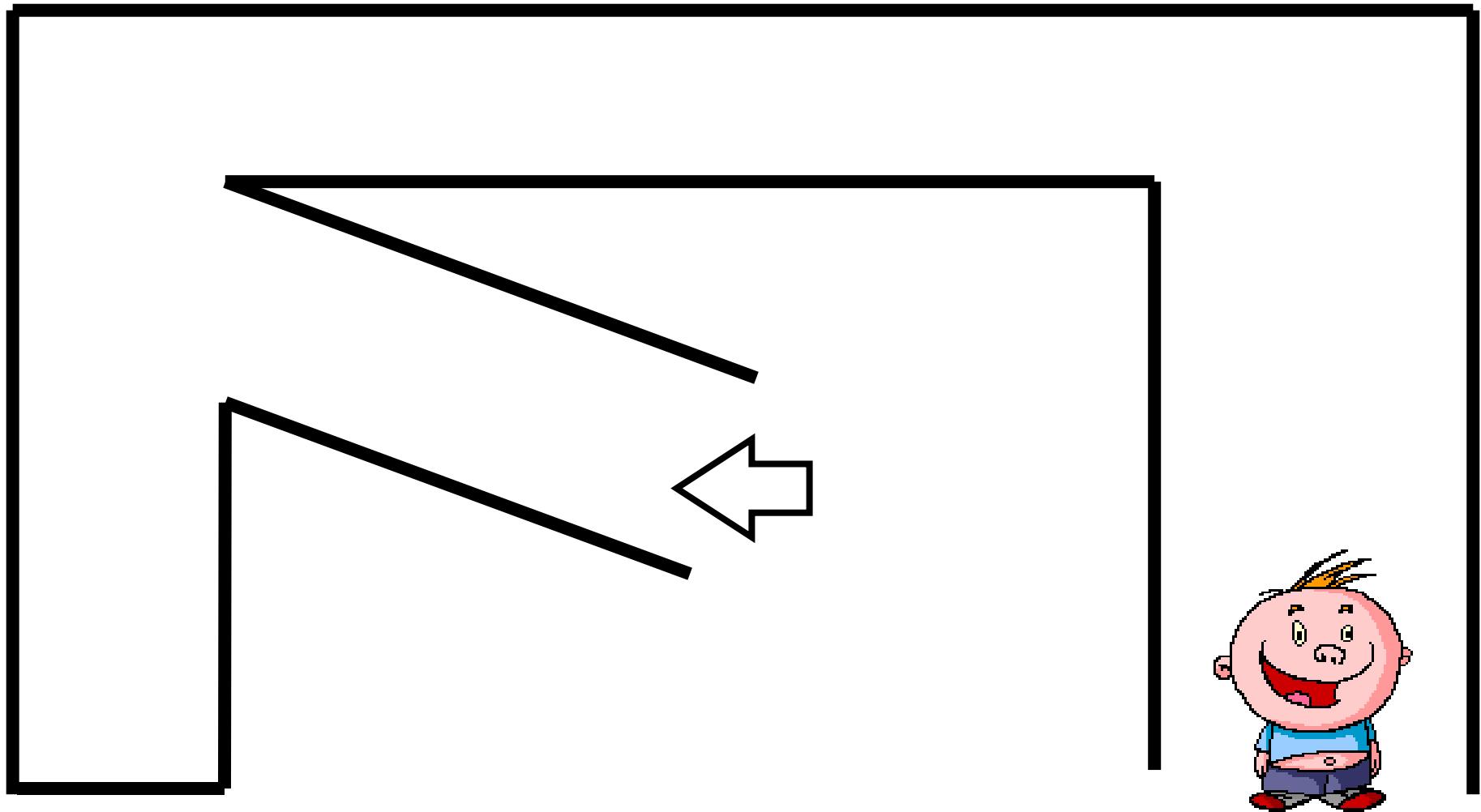
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



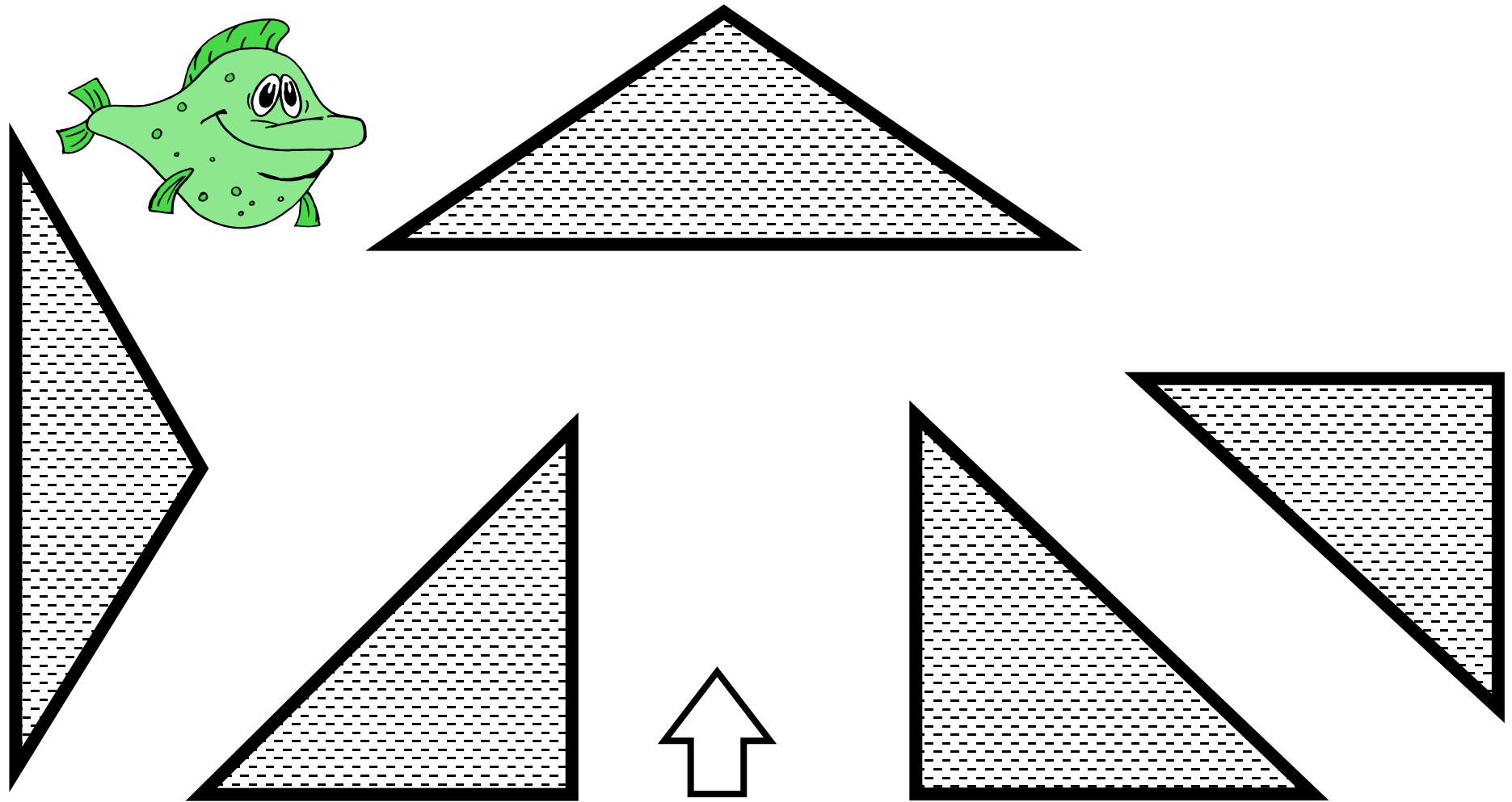
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



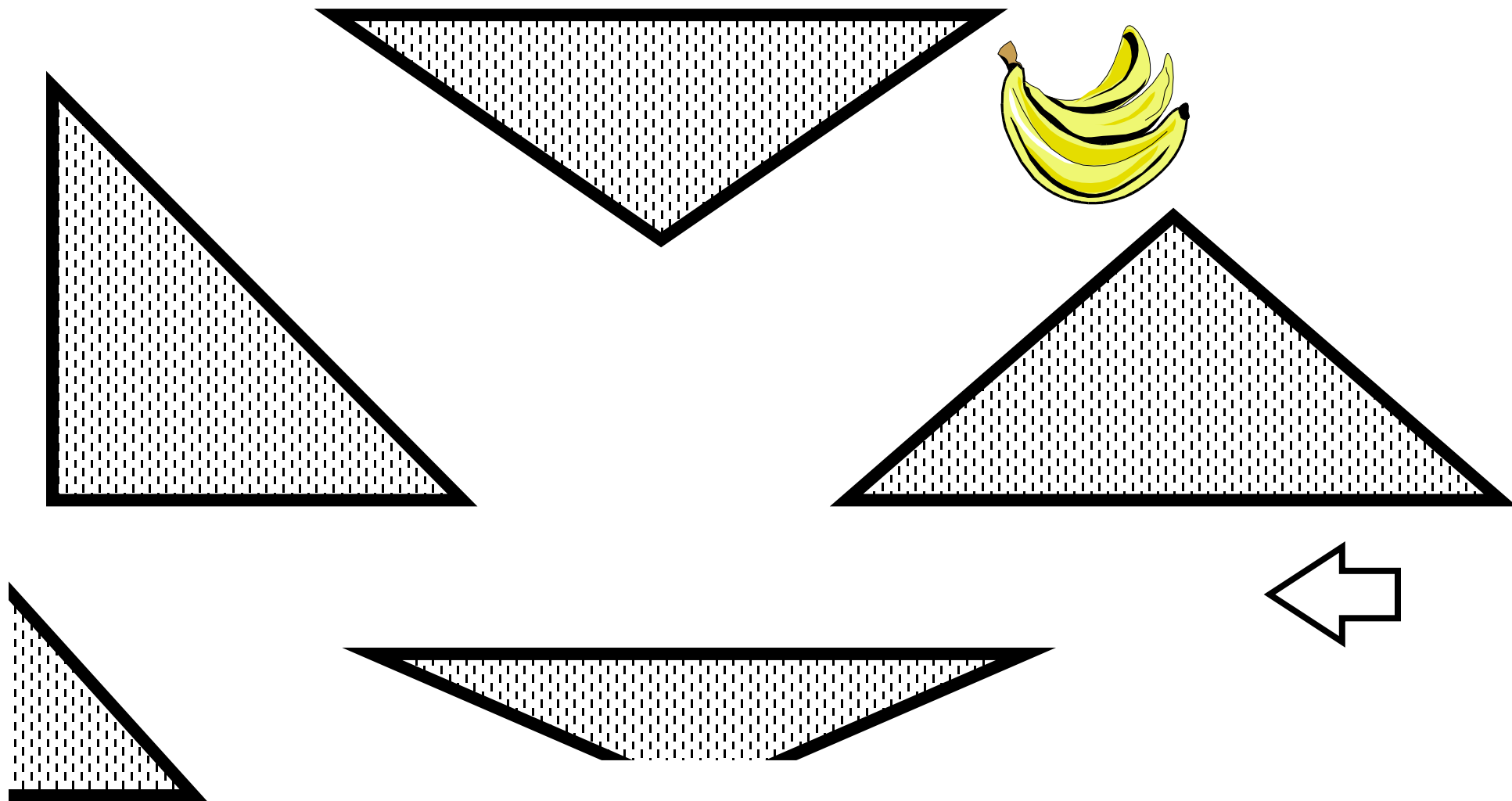
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



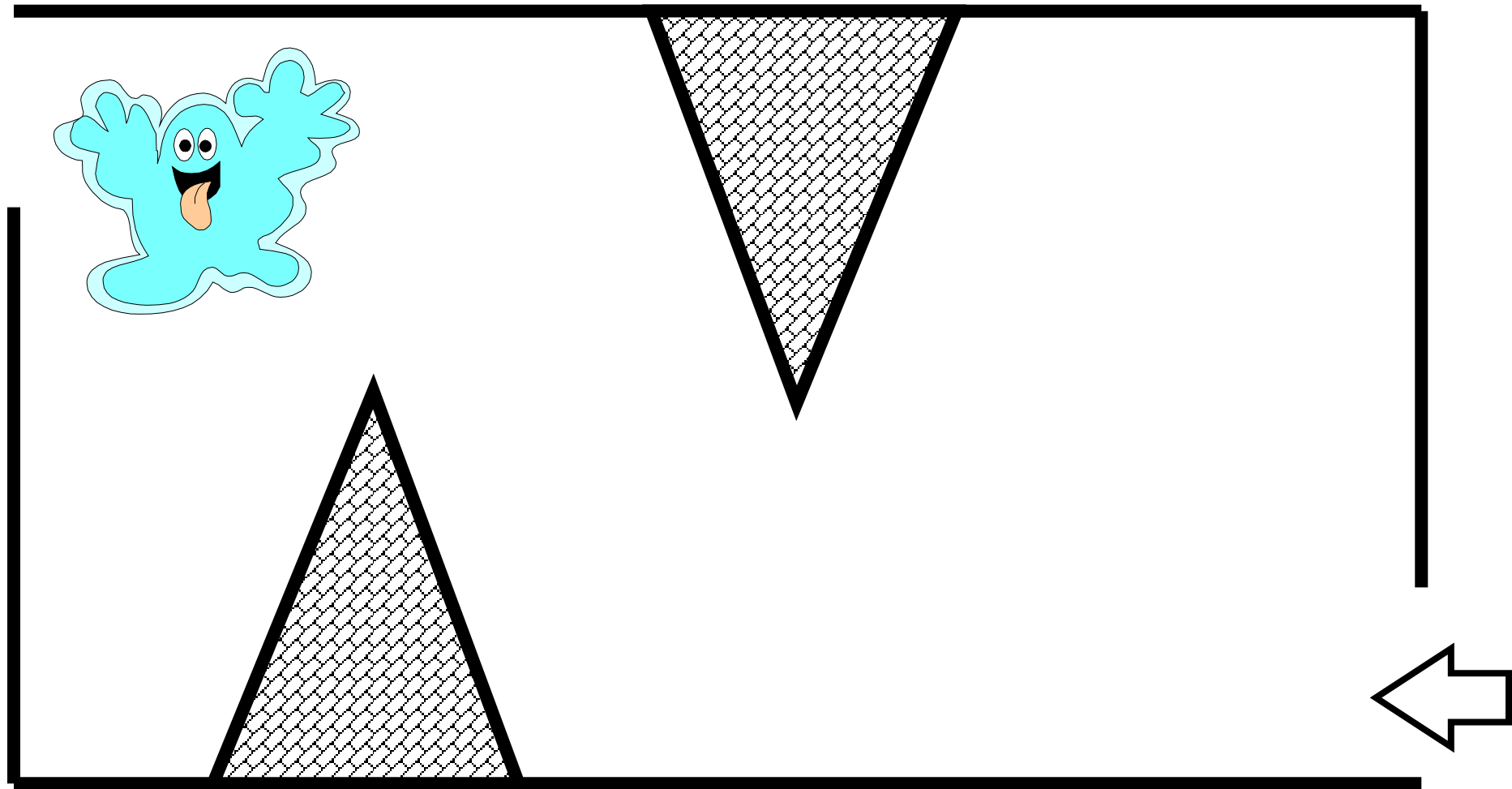
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



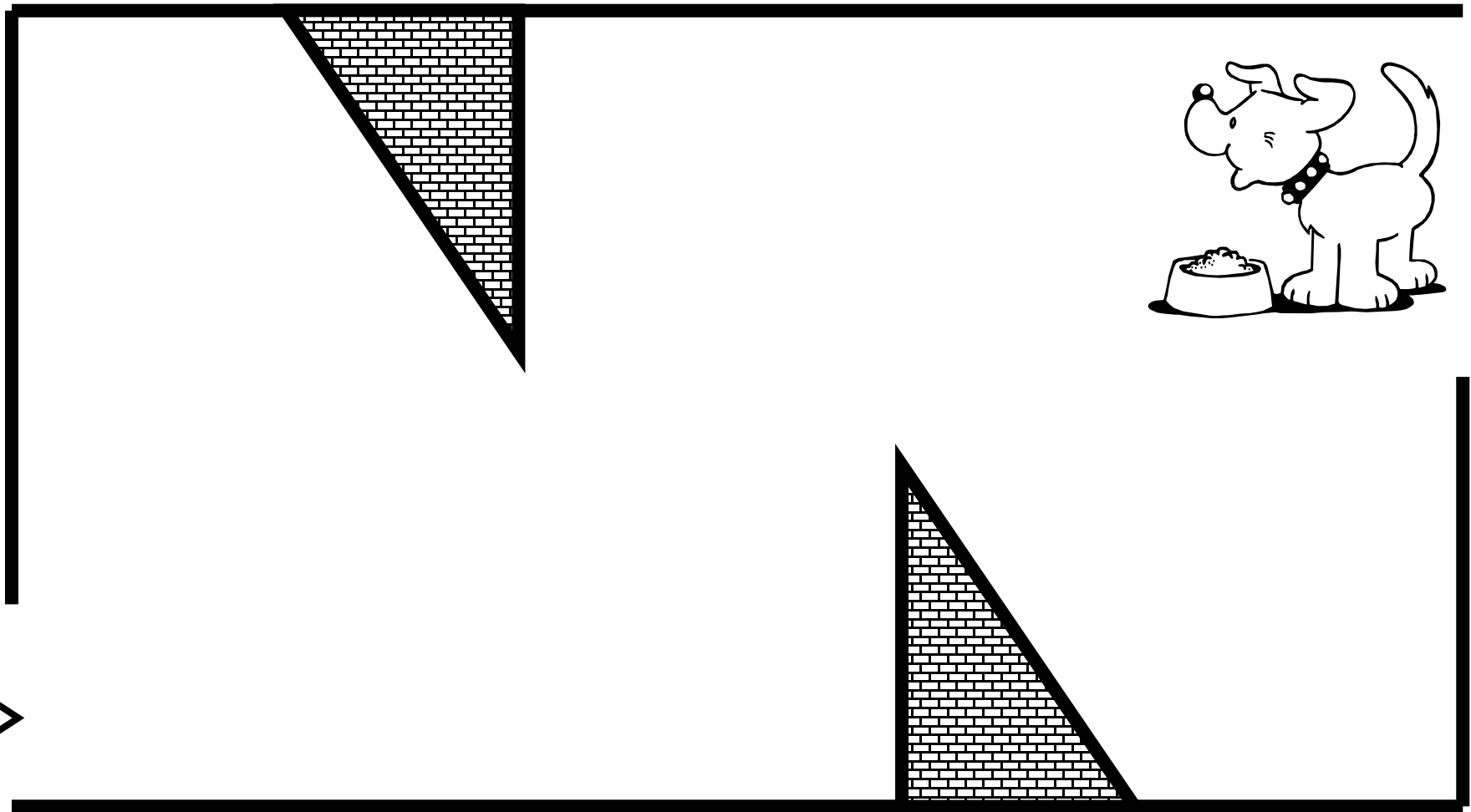
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



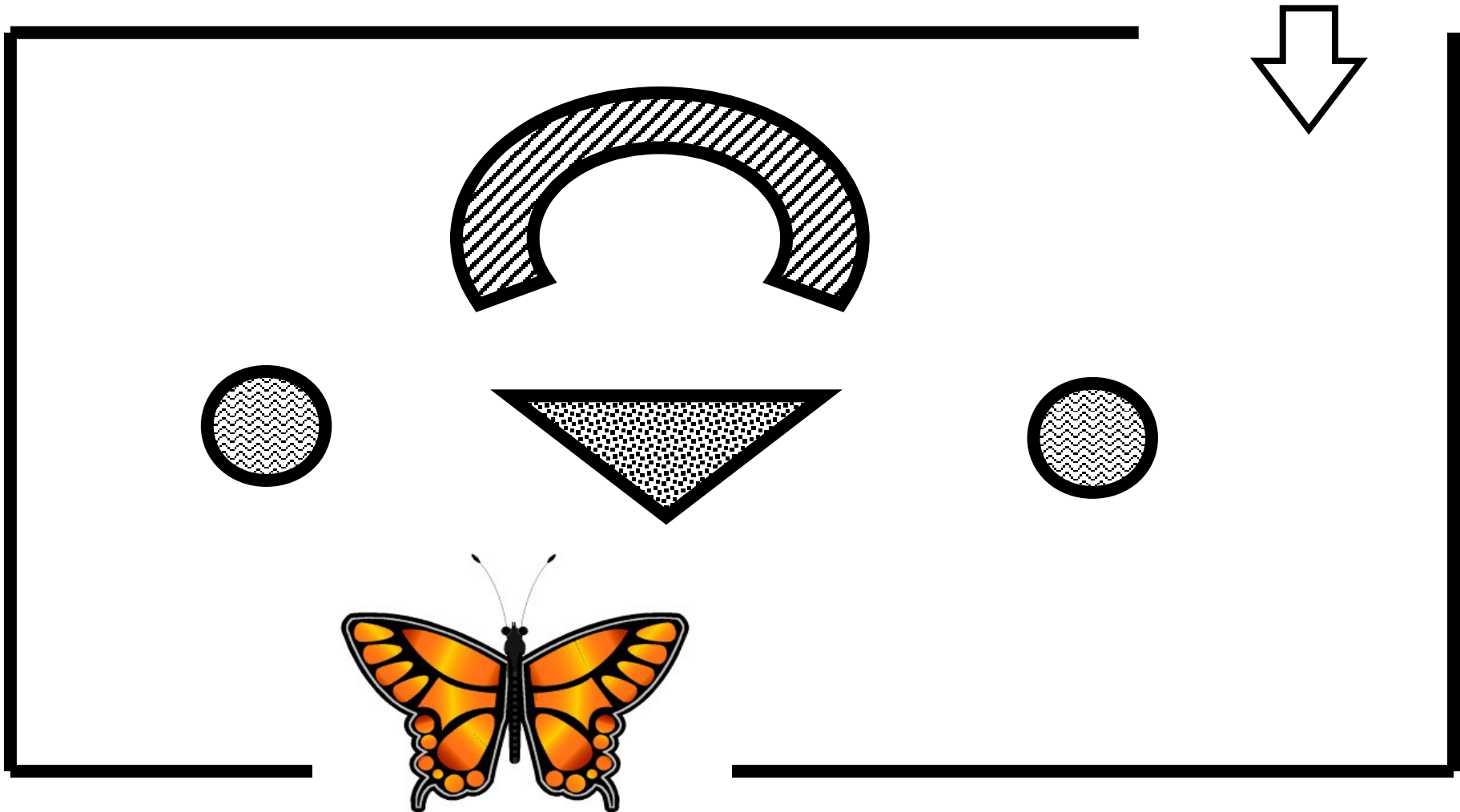
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

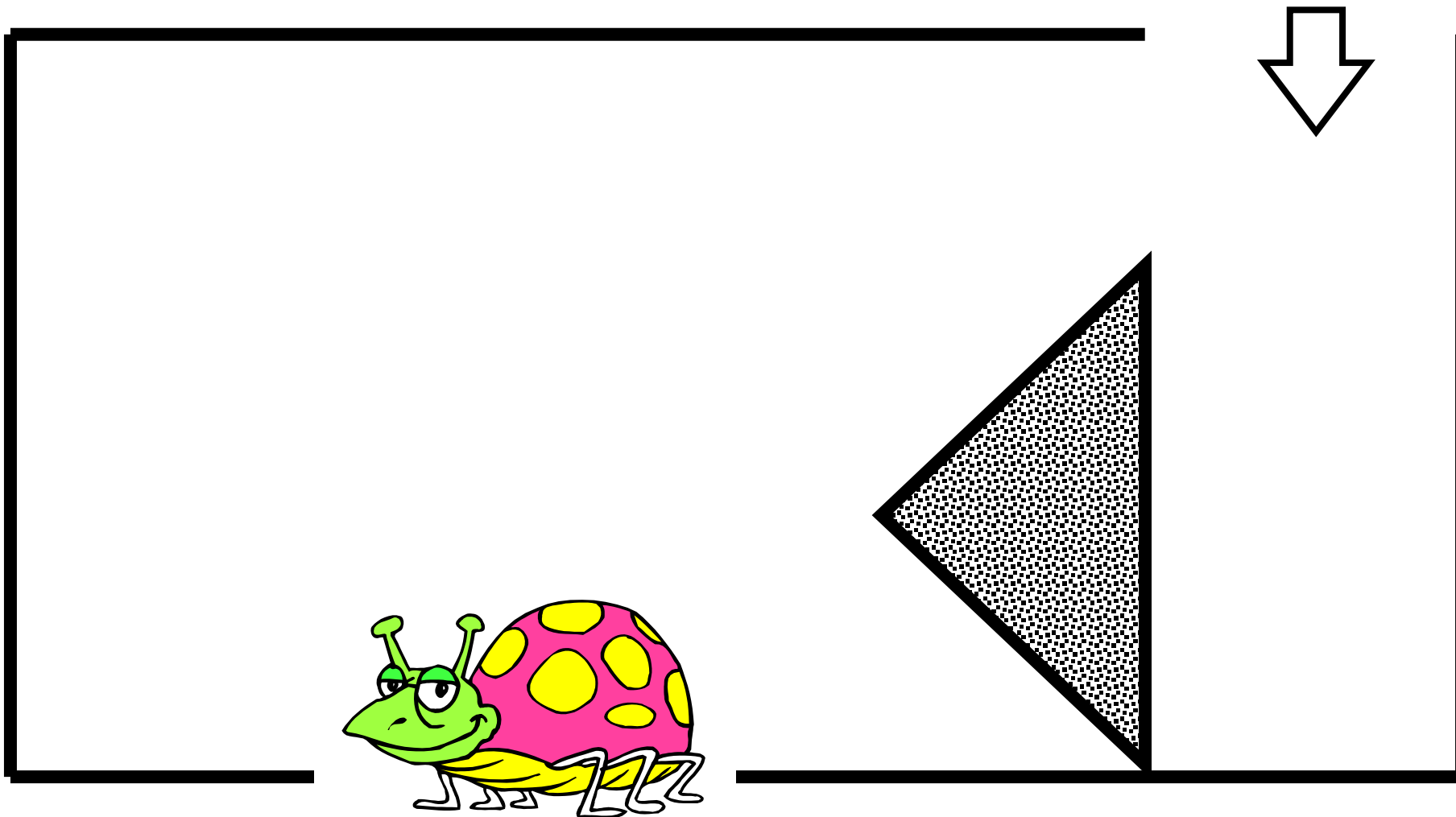
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

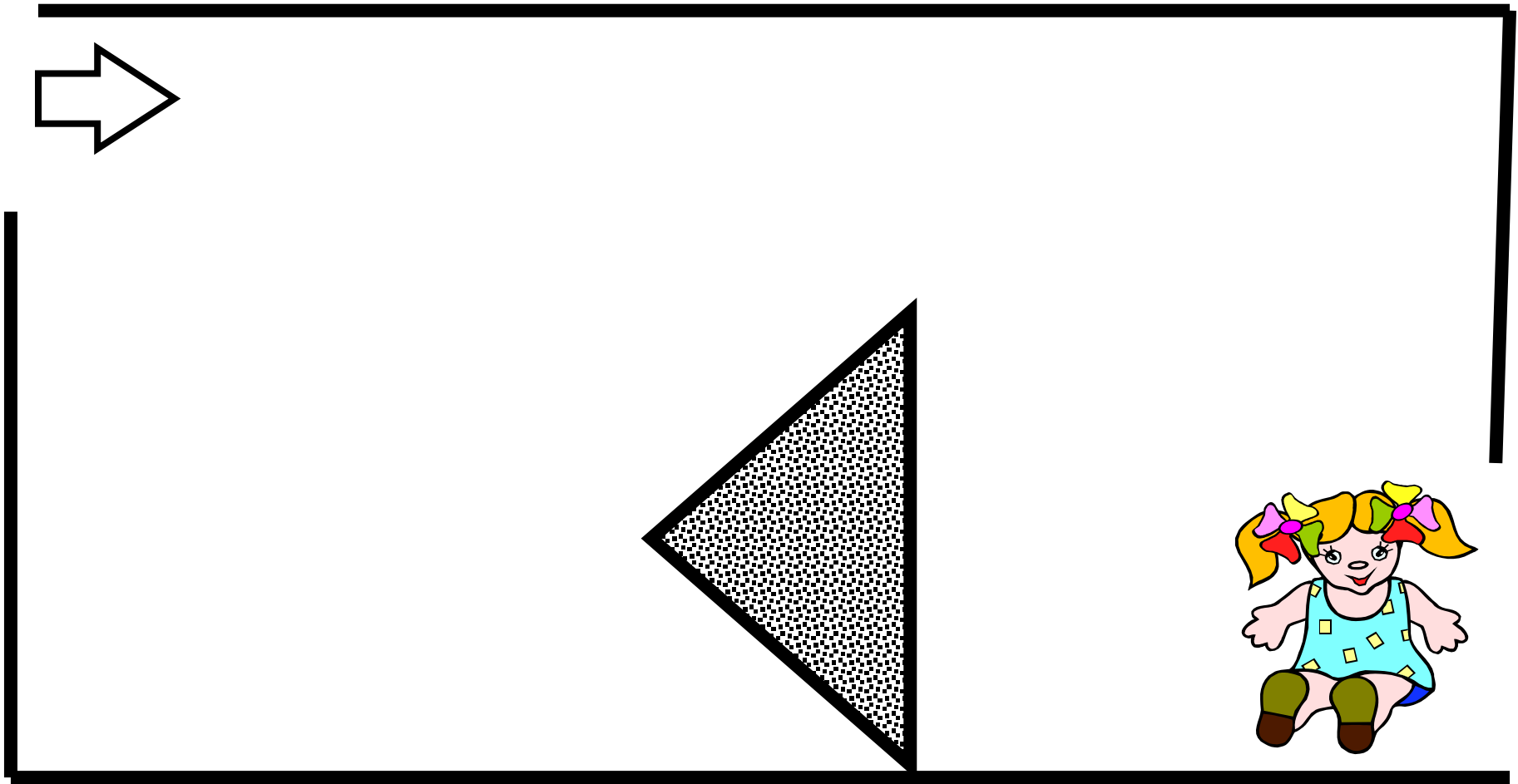
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





## I LABIRINTI

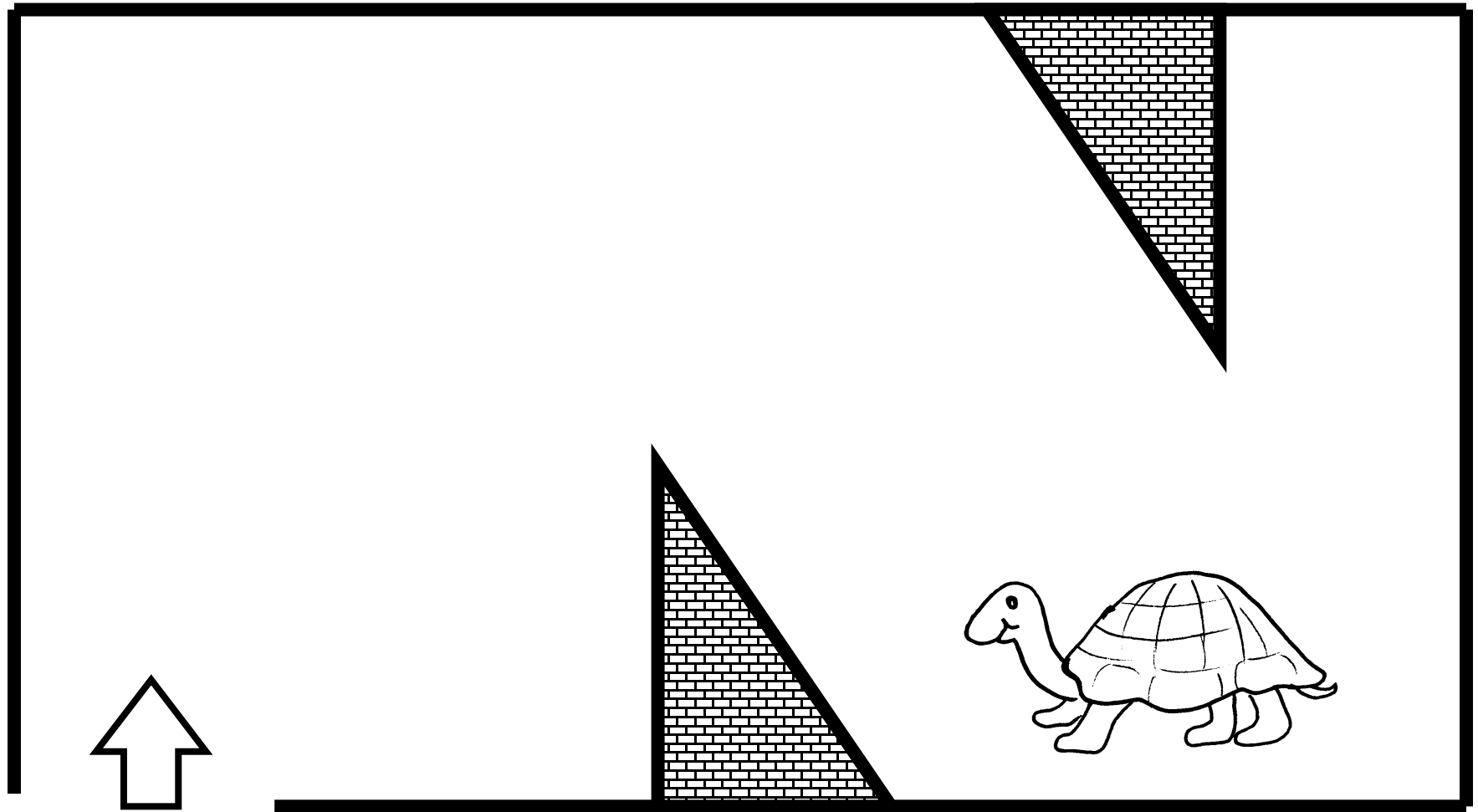
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

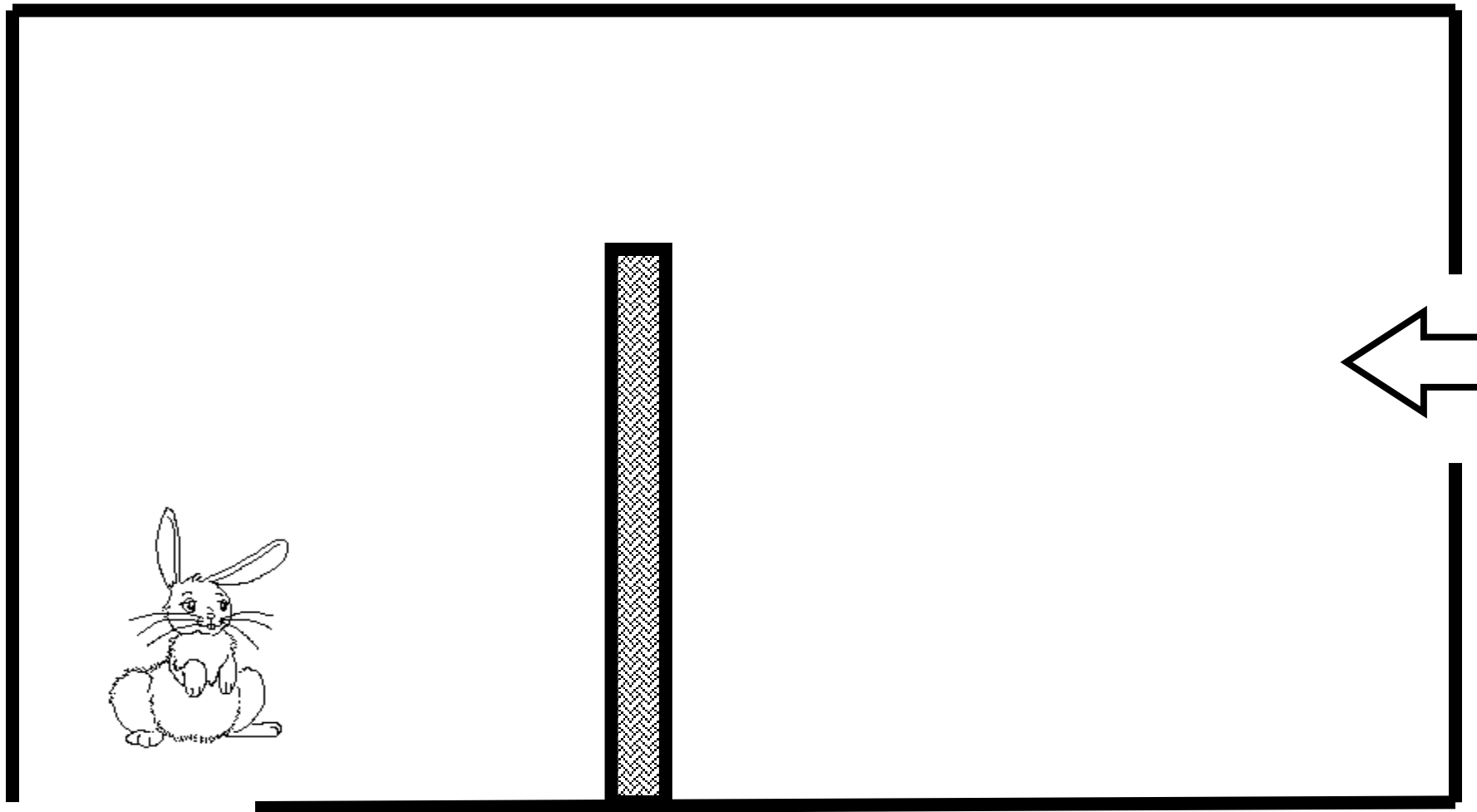
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





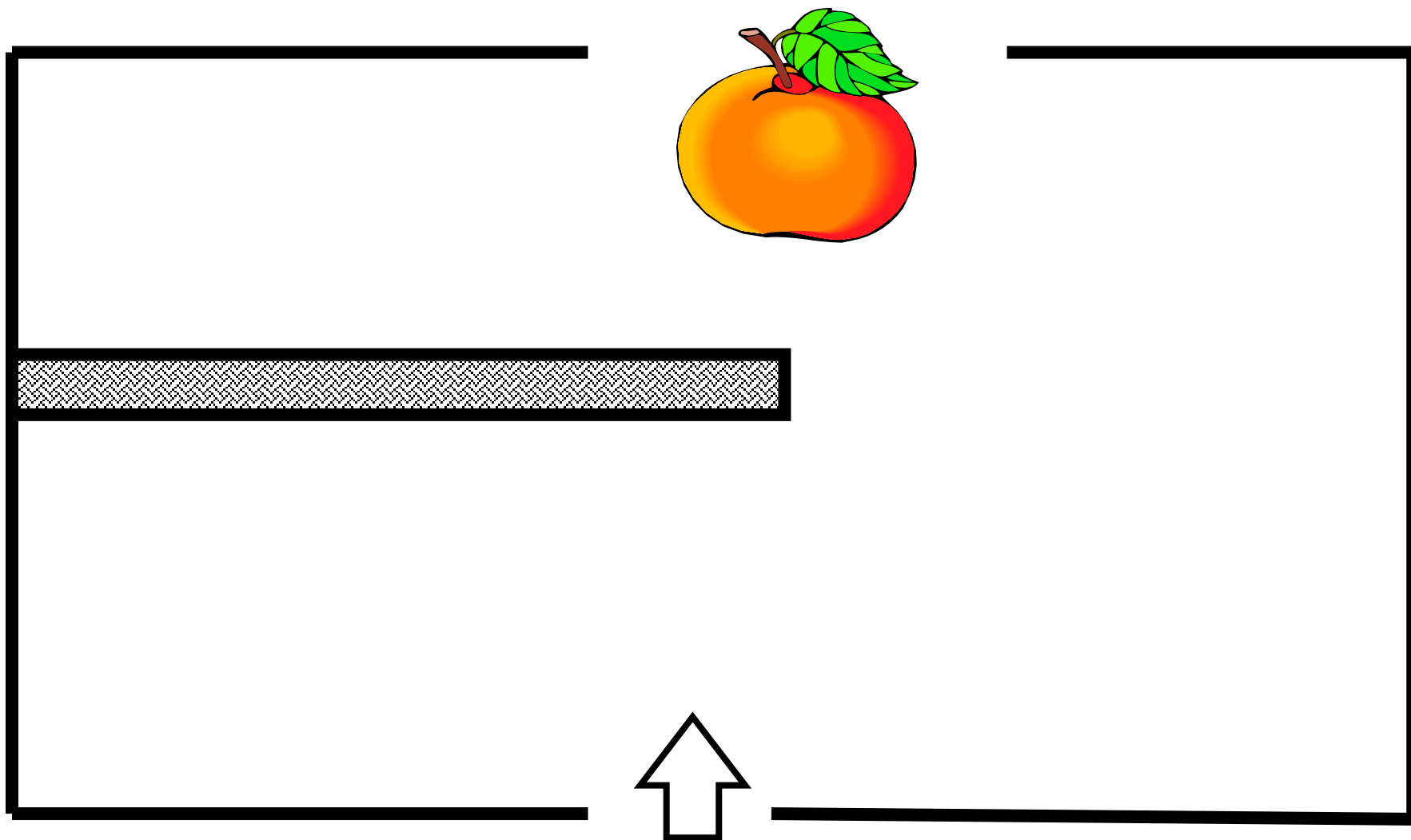
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



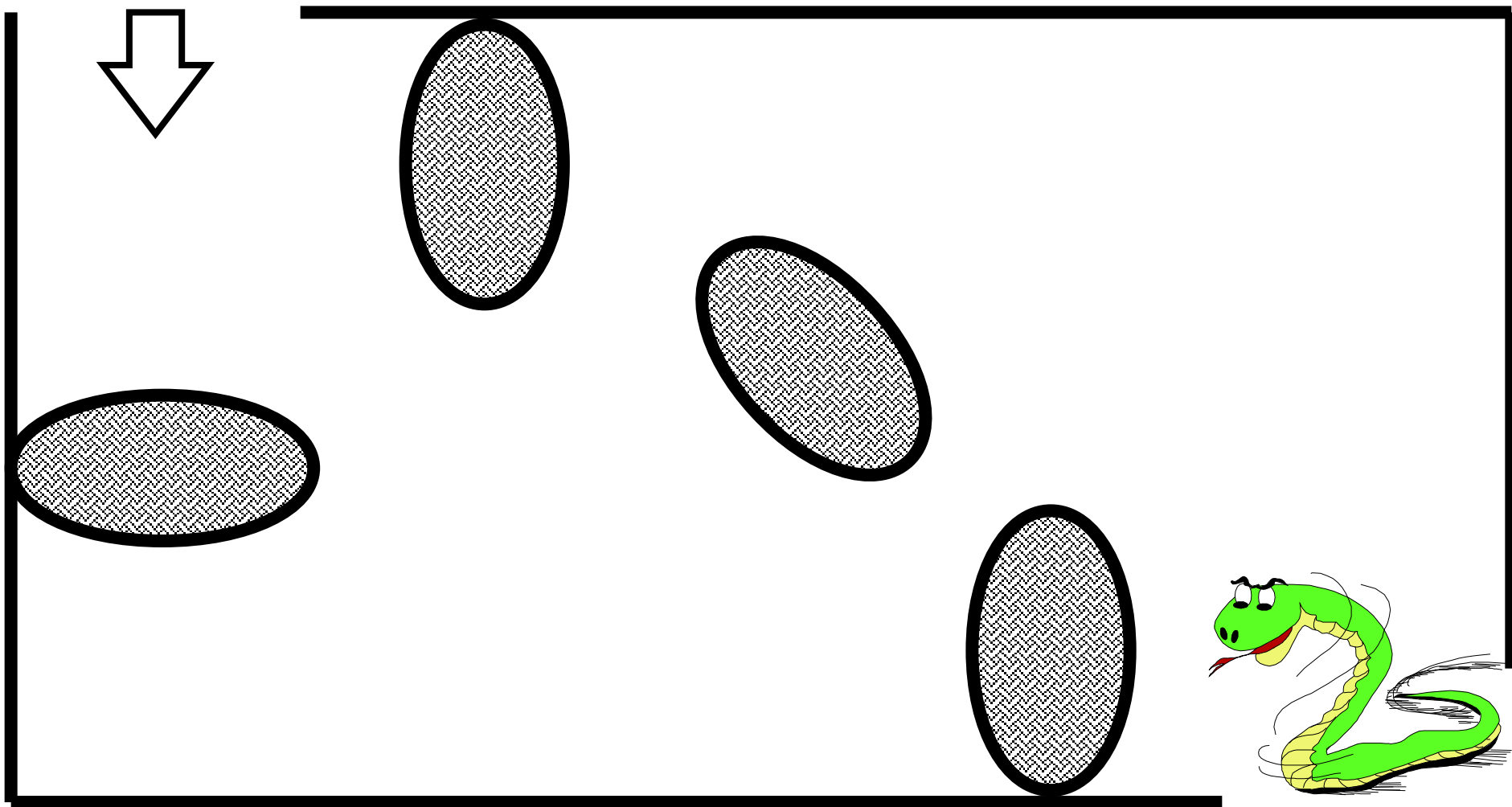
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



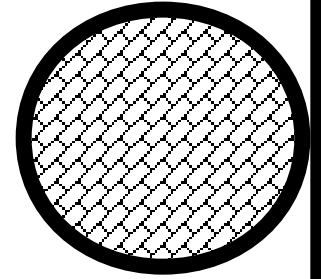
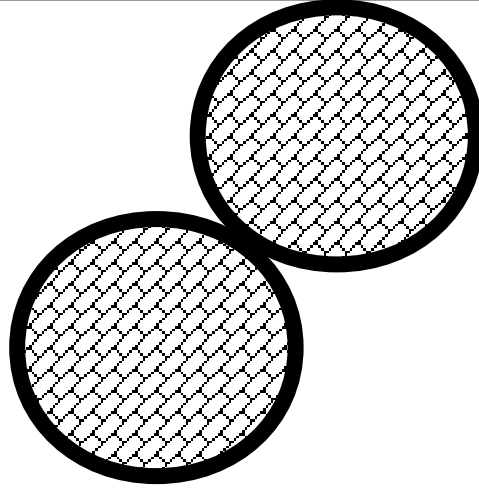
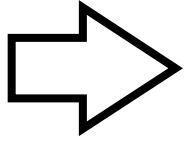
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

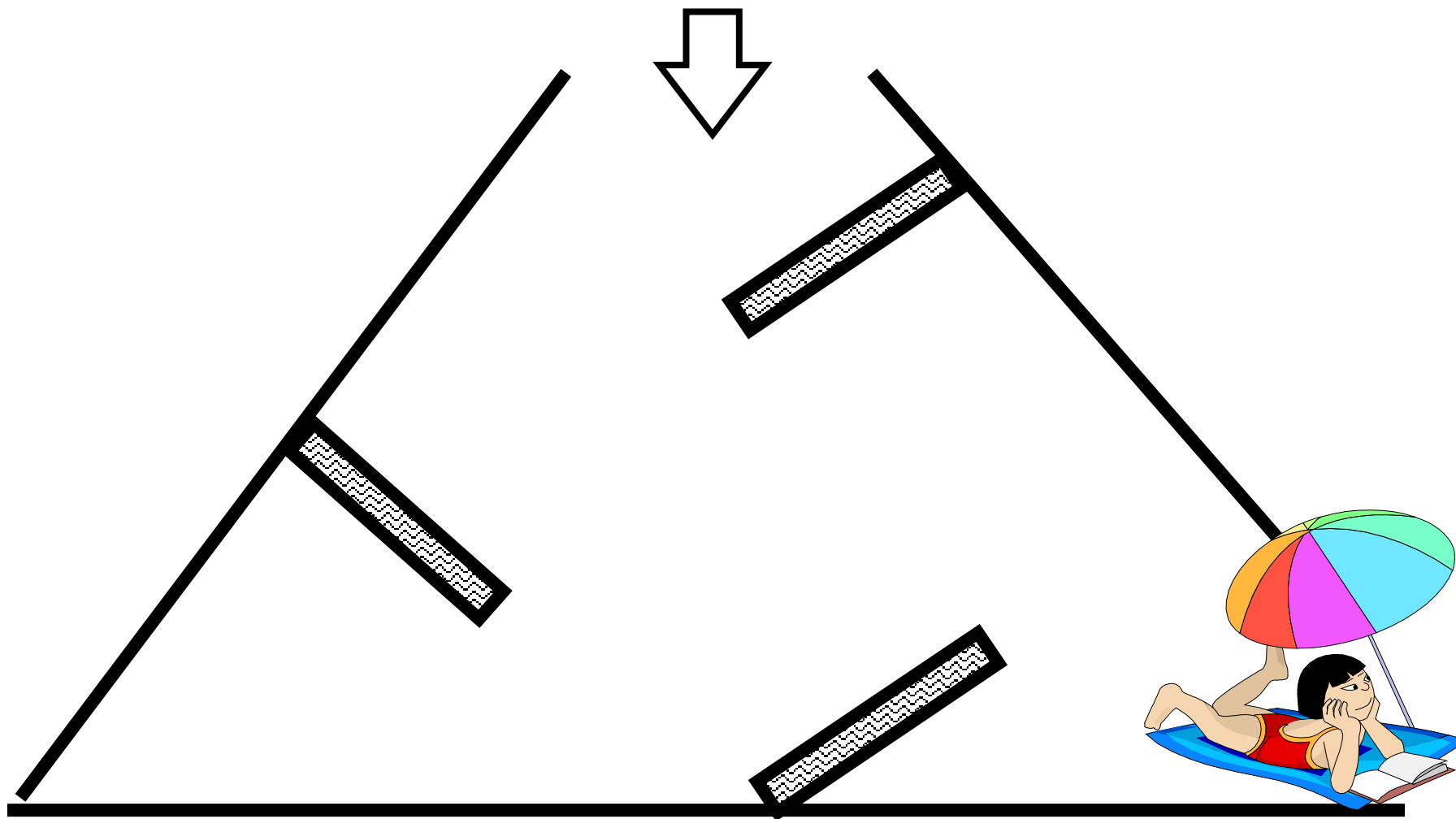
Partendo dalla freccia raggiungere l'uscita, mediante il percorso piú breve, senza attraversare le linee.



## I LABIRINTI

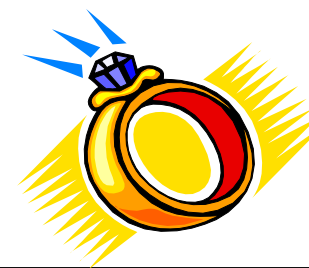
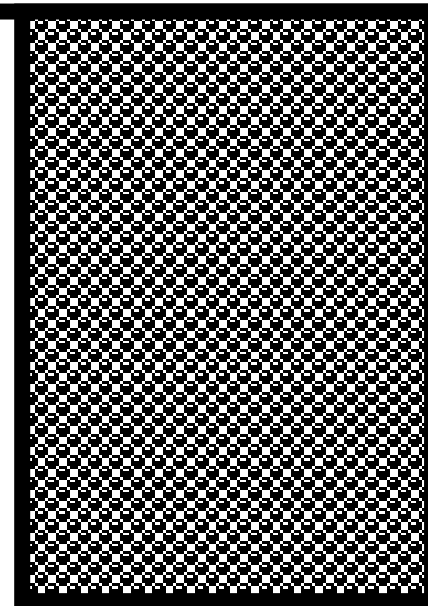
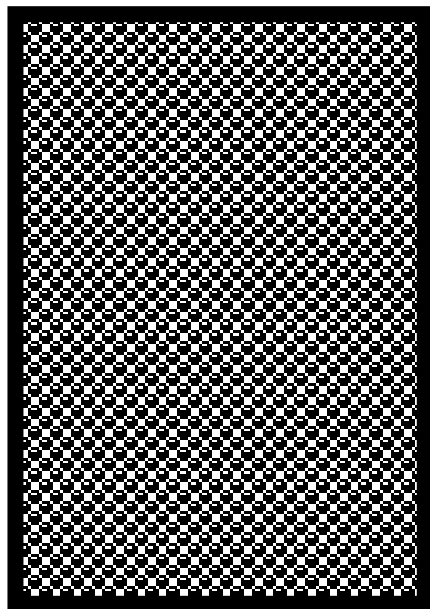
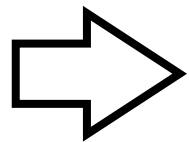
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





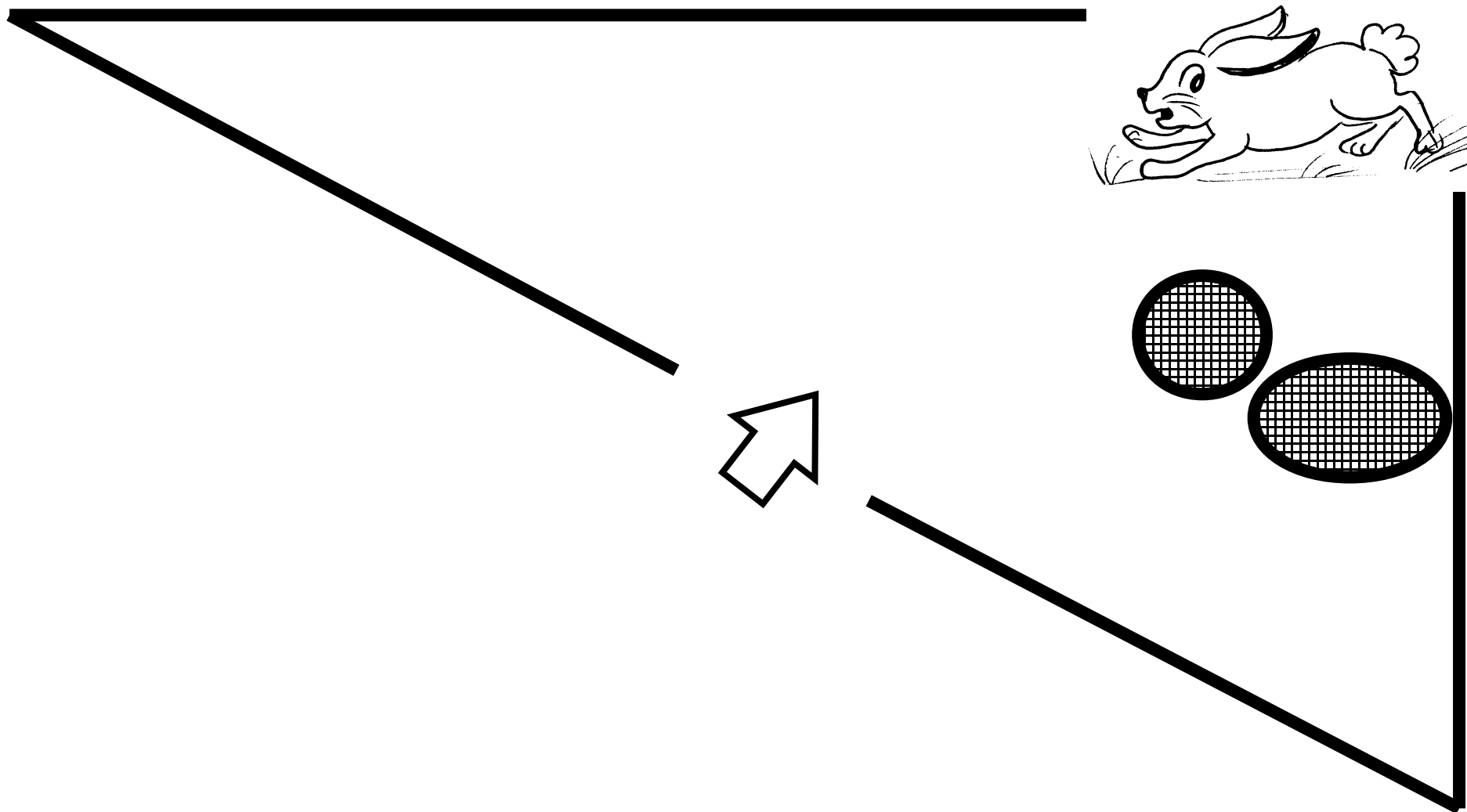
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



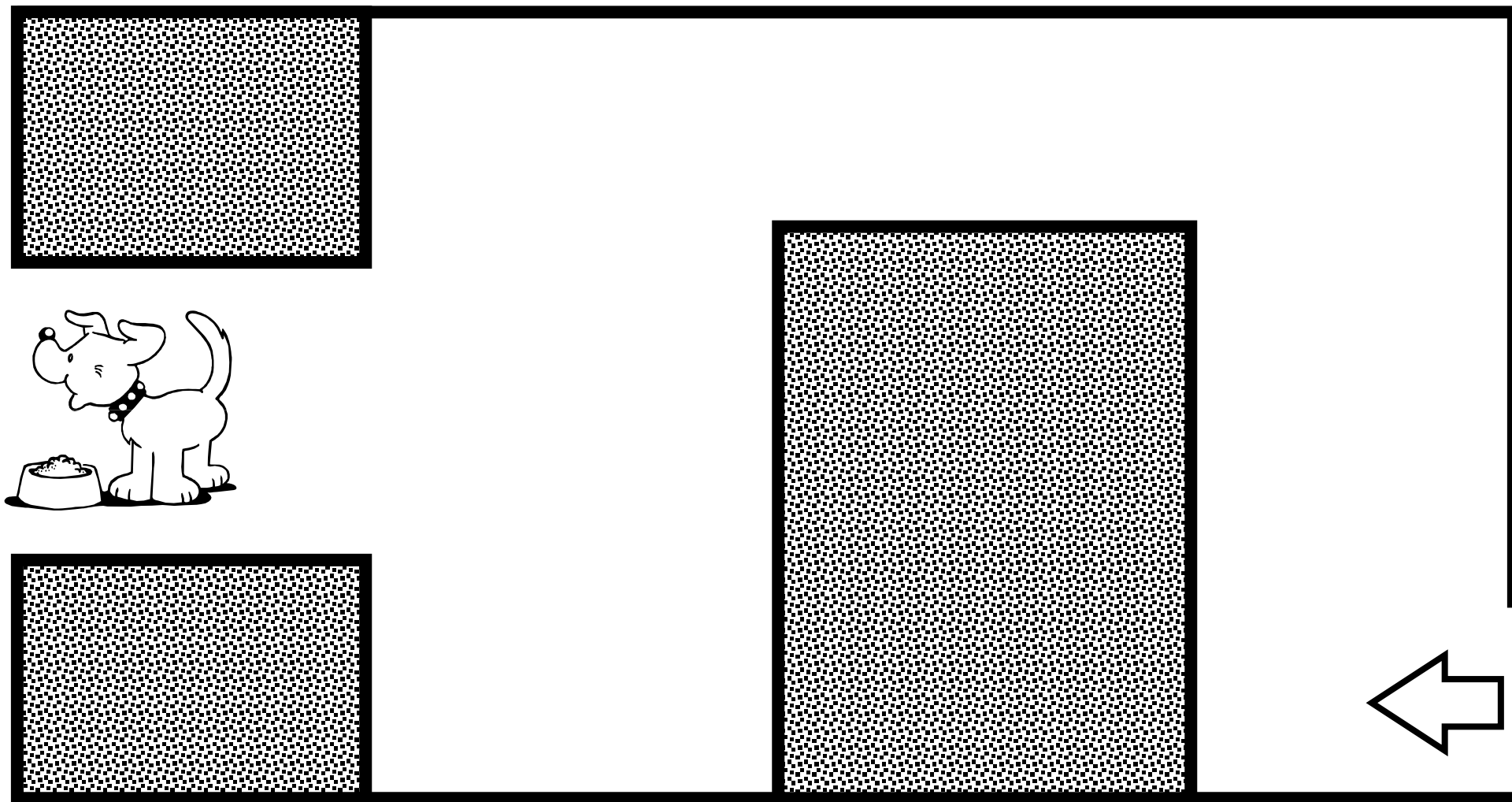
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



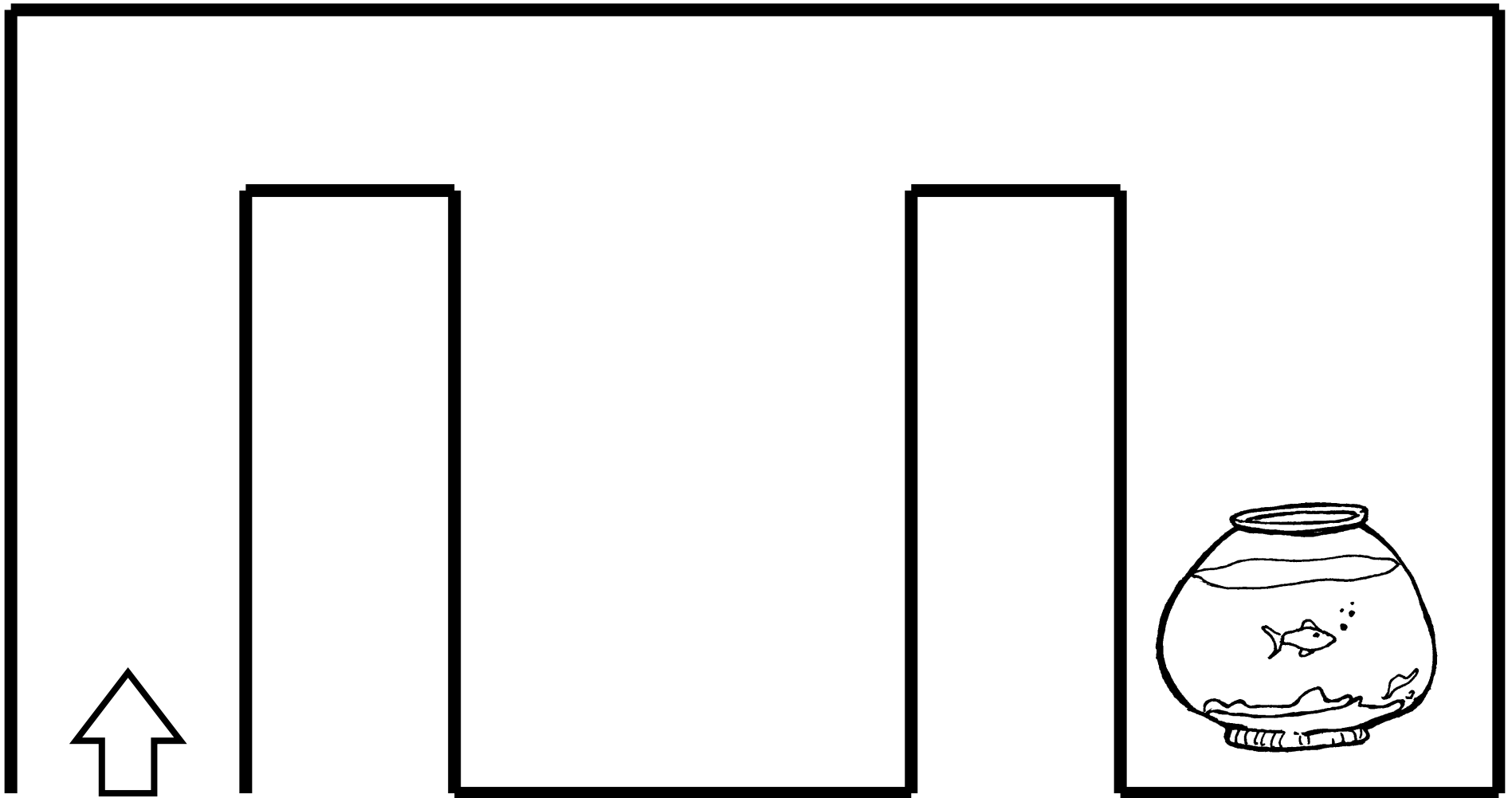
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



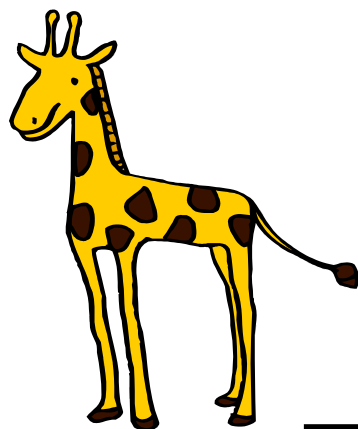
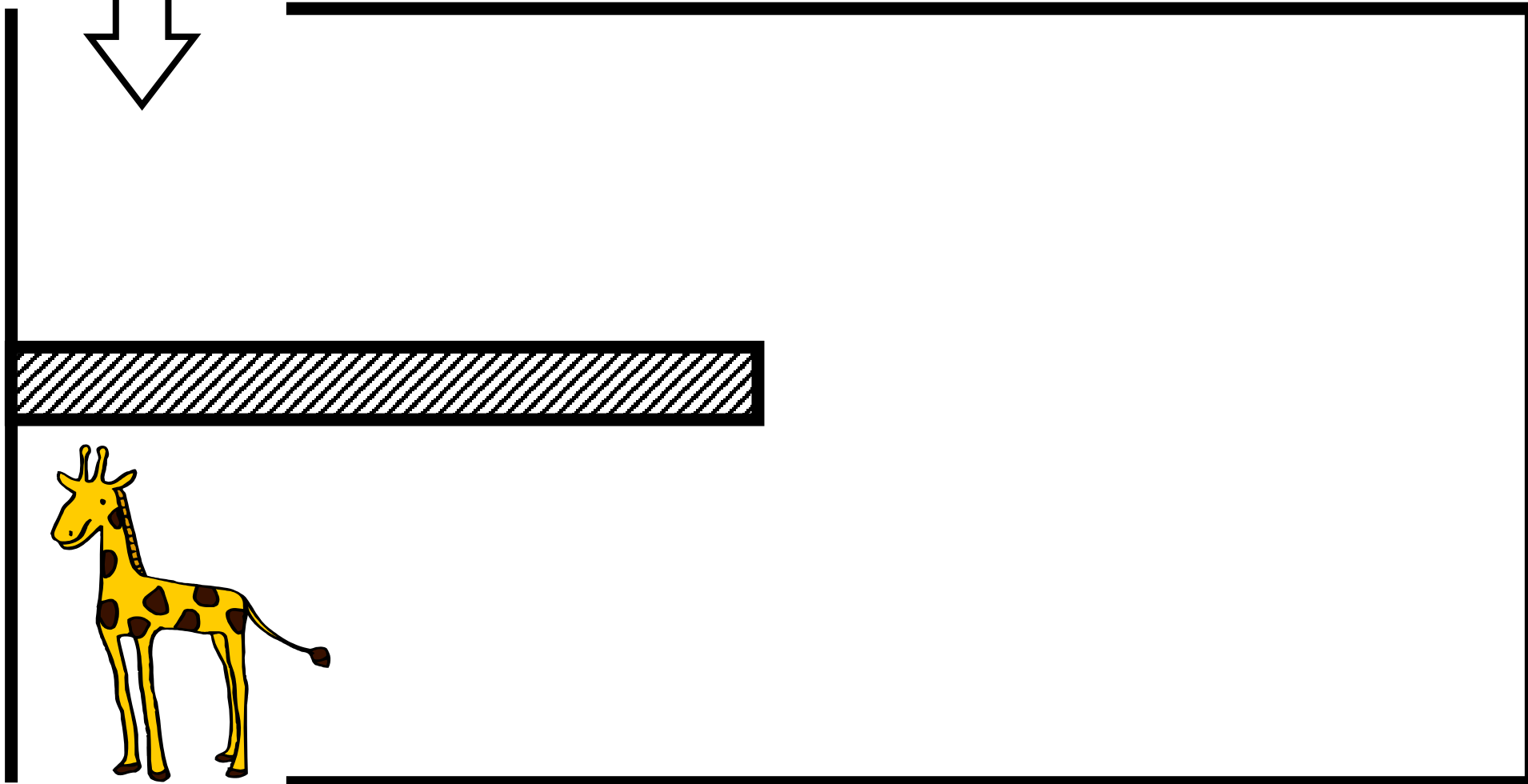
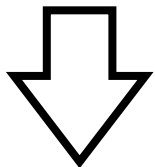
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



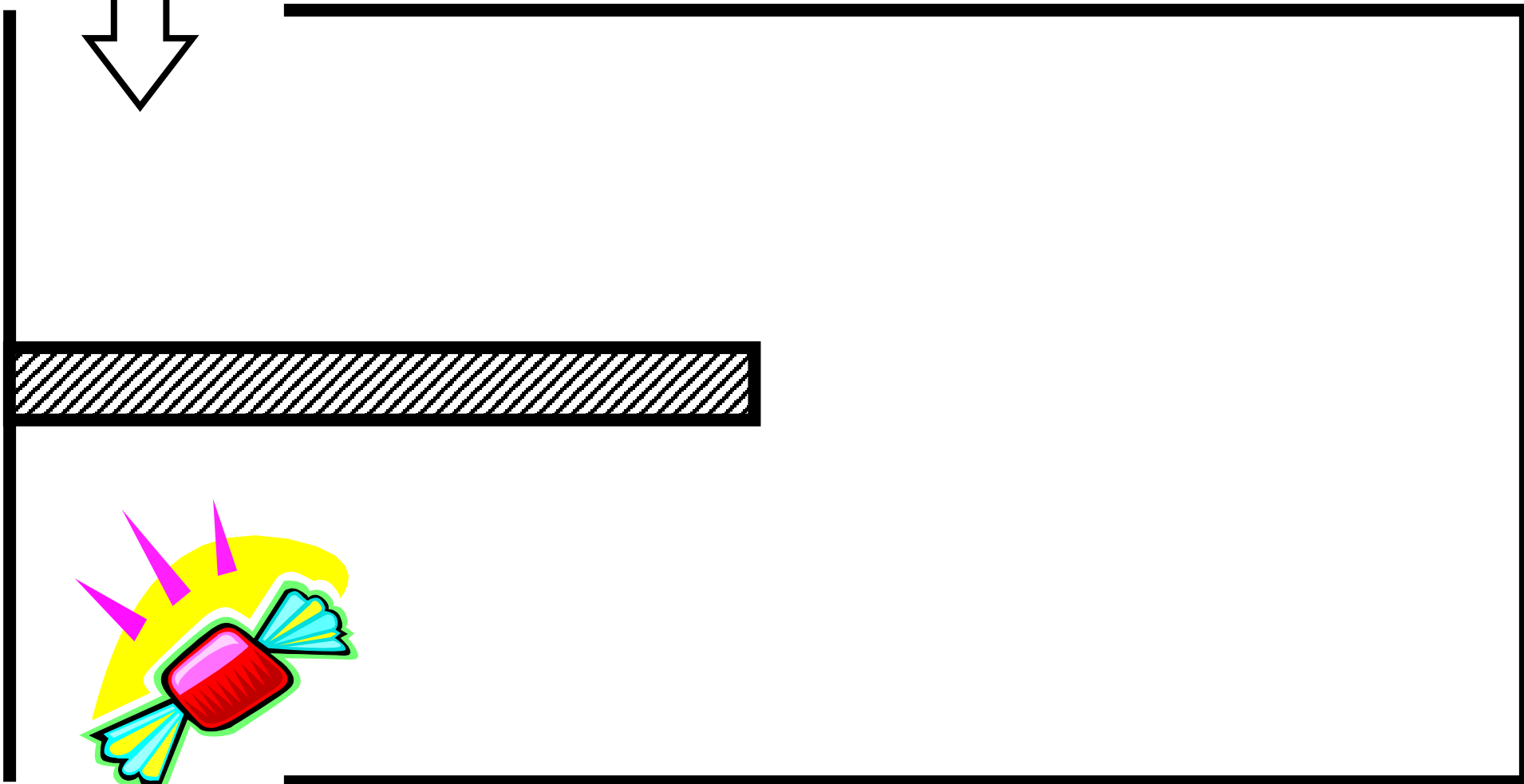
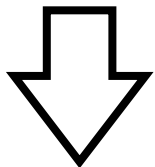
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



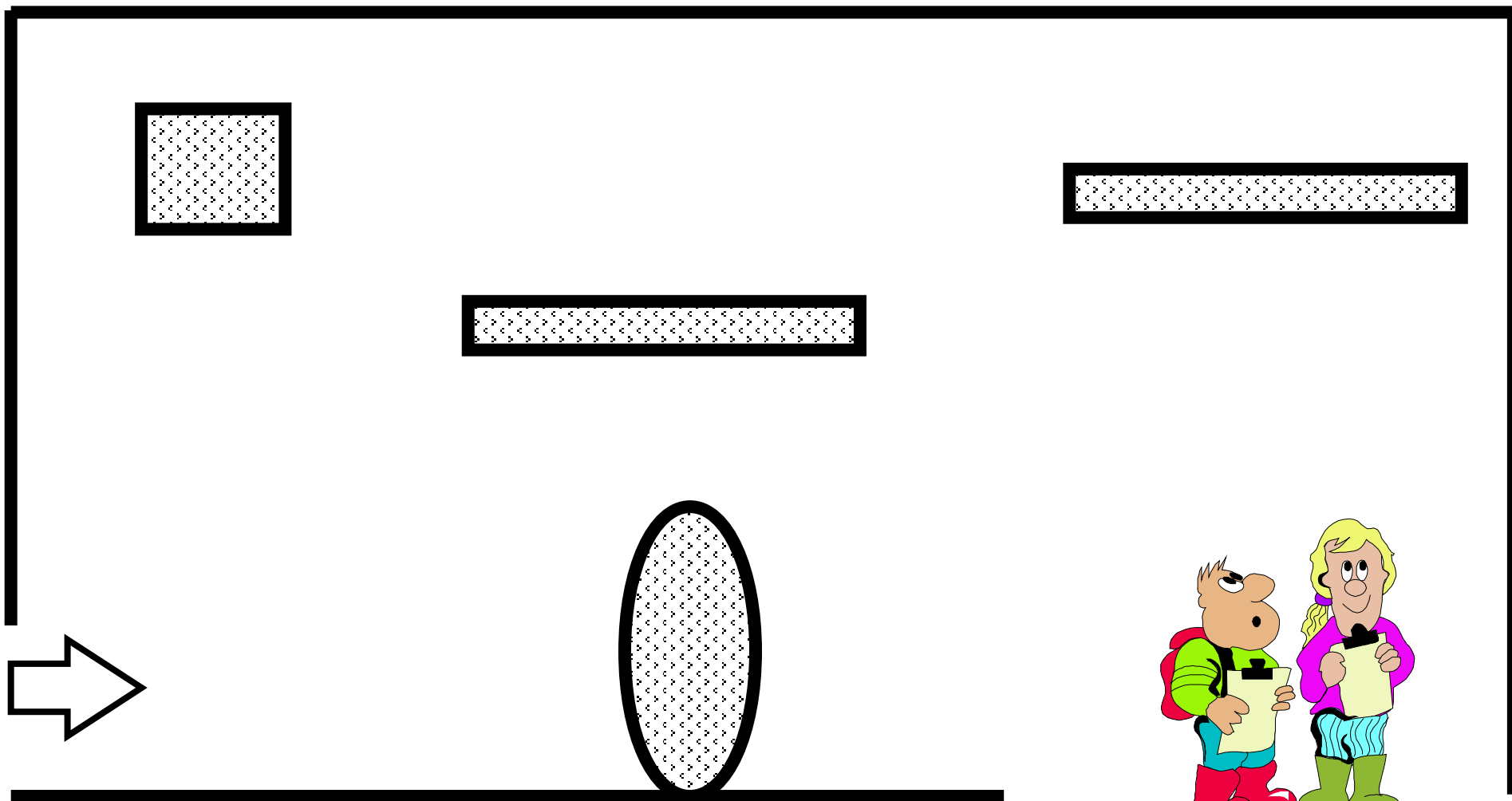
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

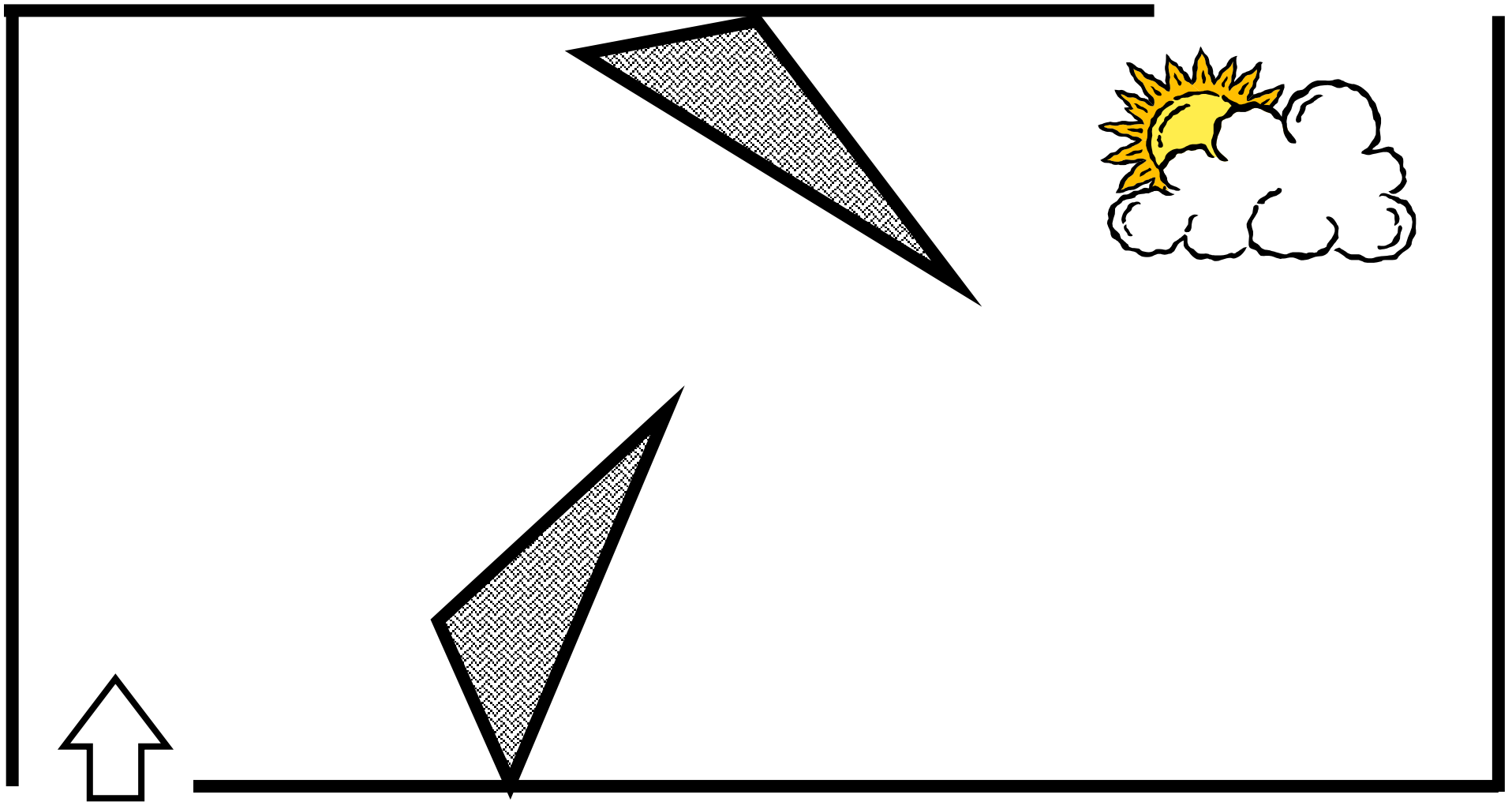
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

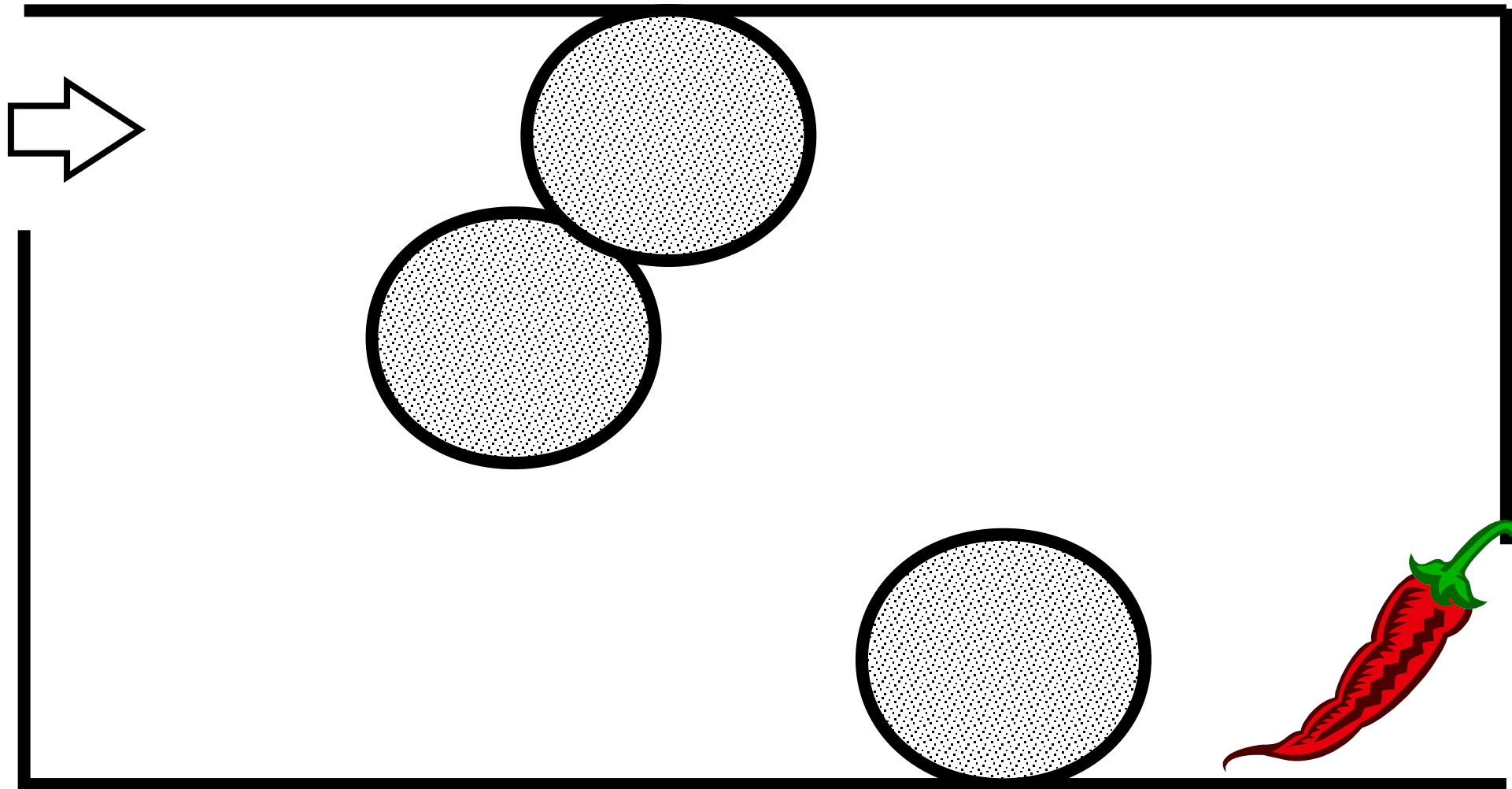
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





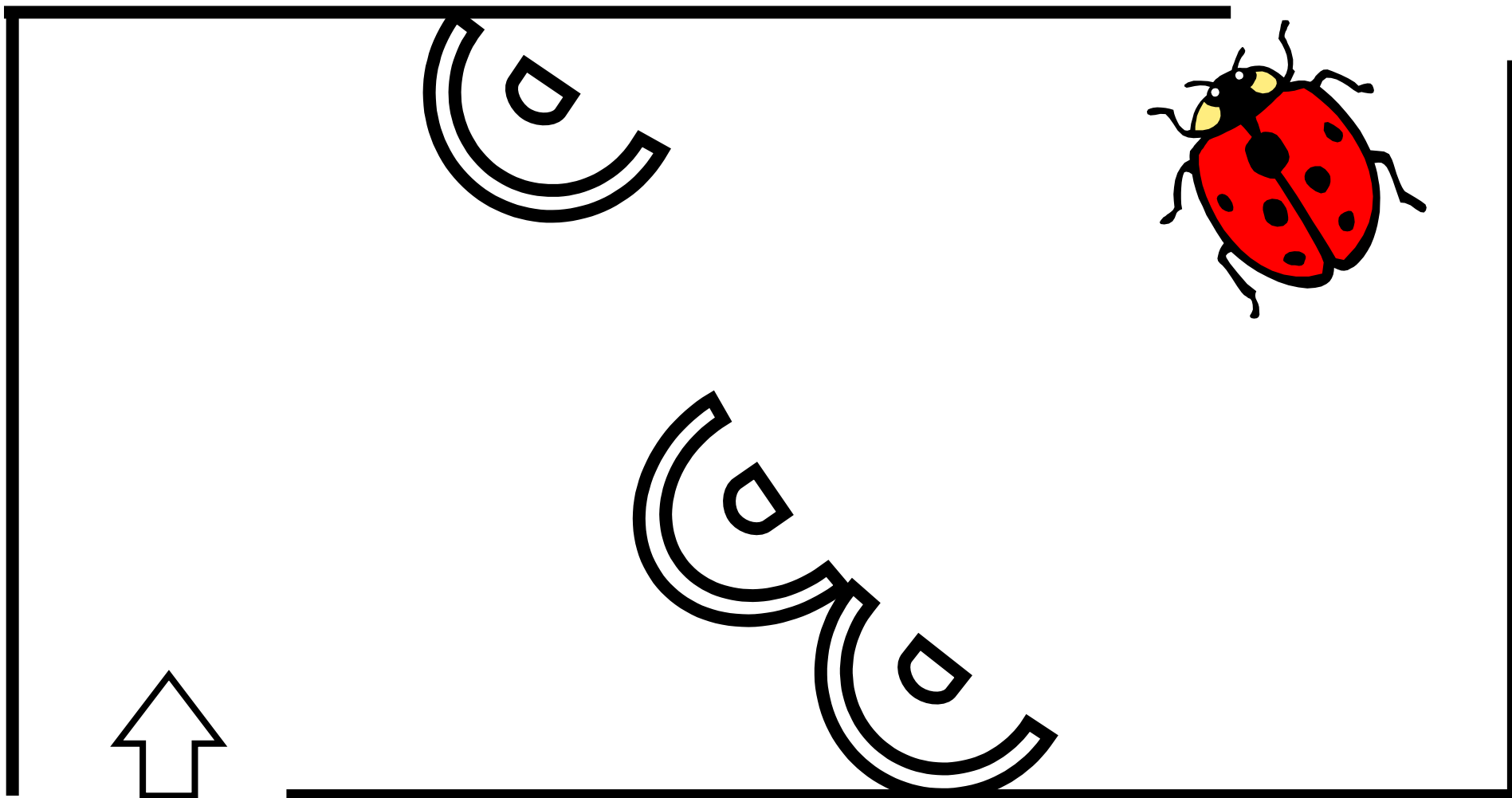
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



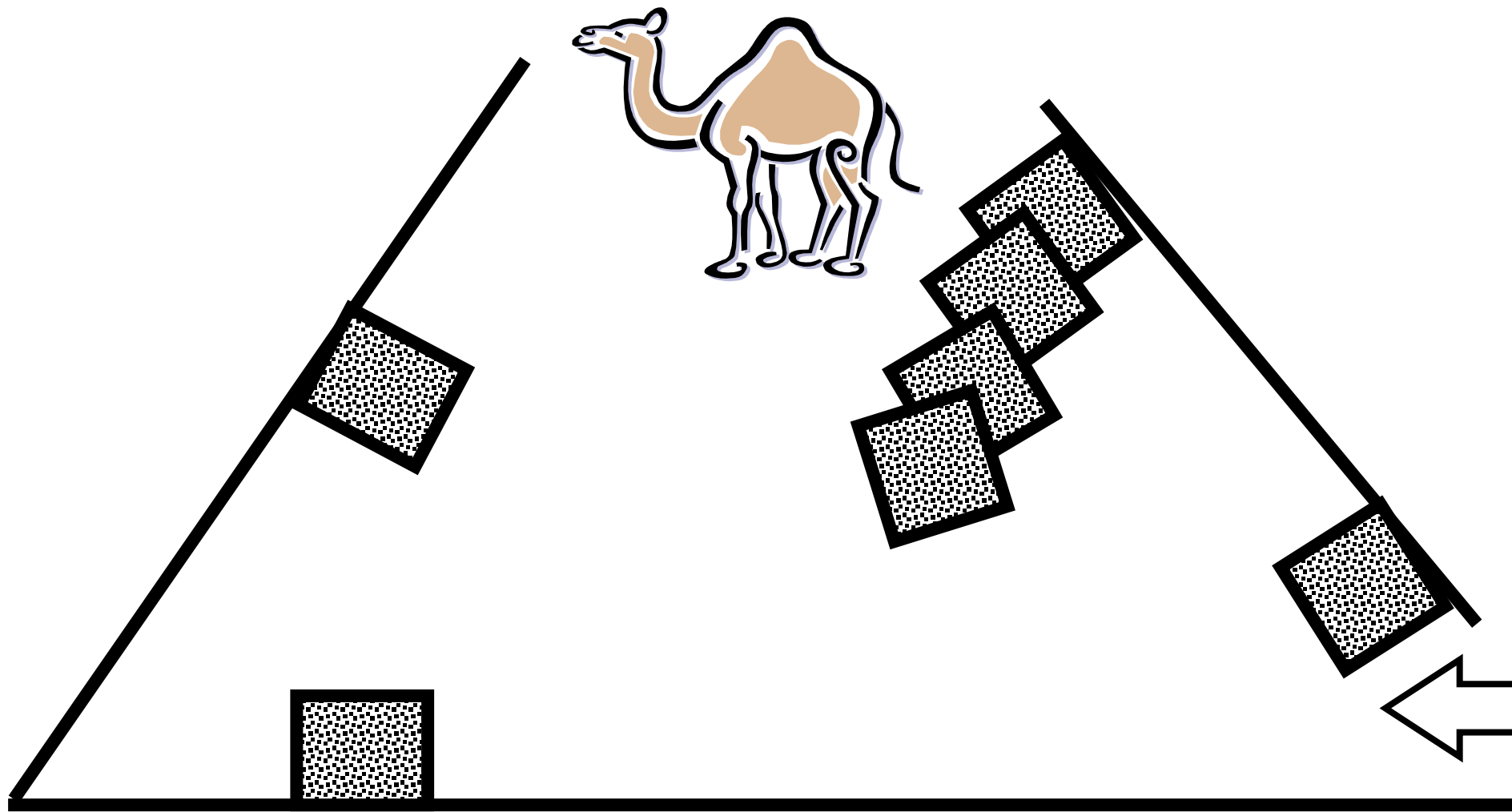
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



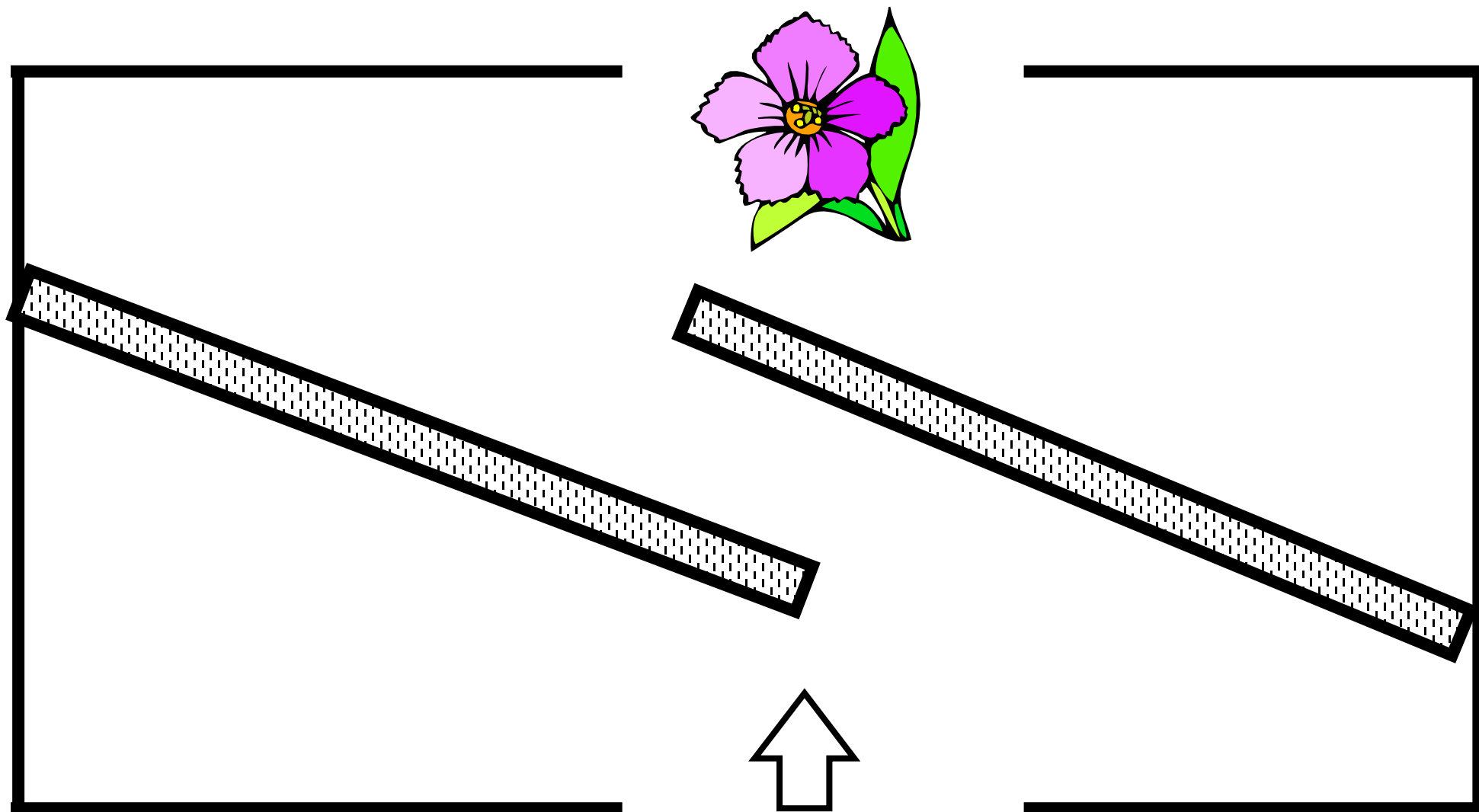
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



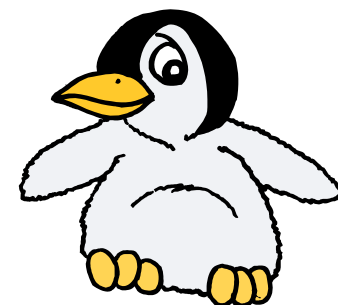
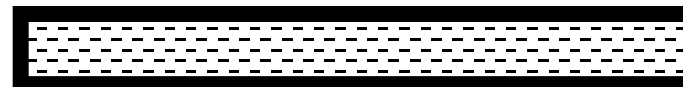
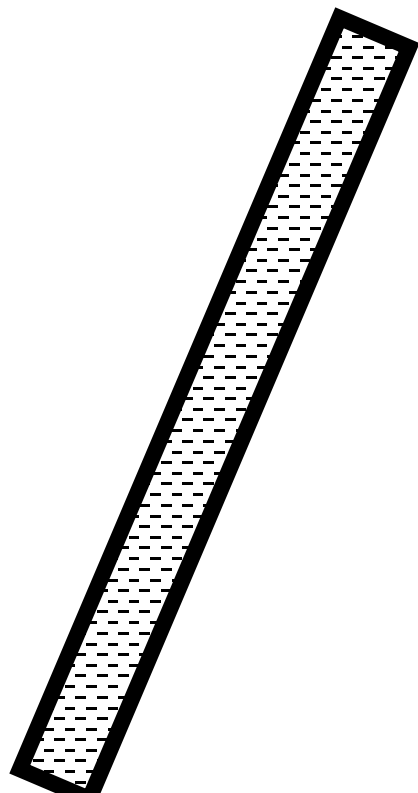
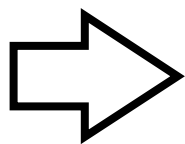
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



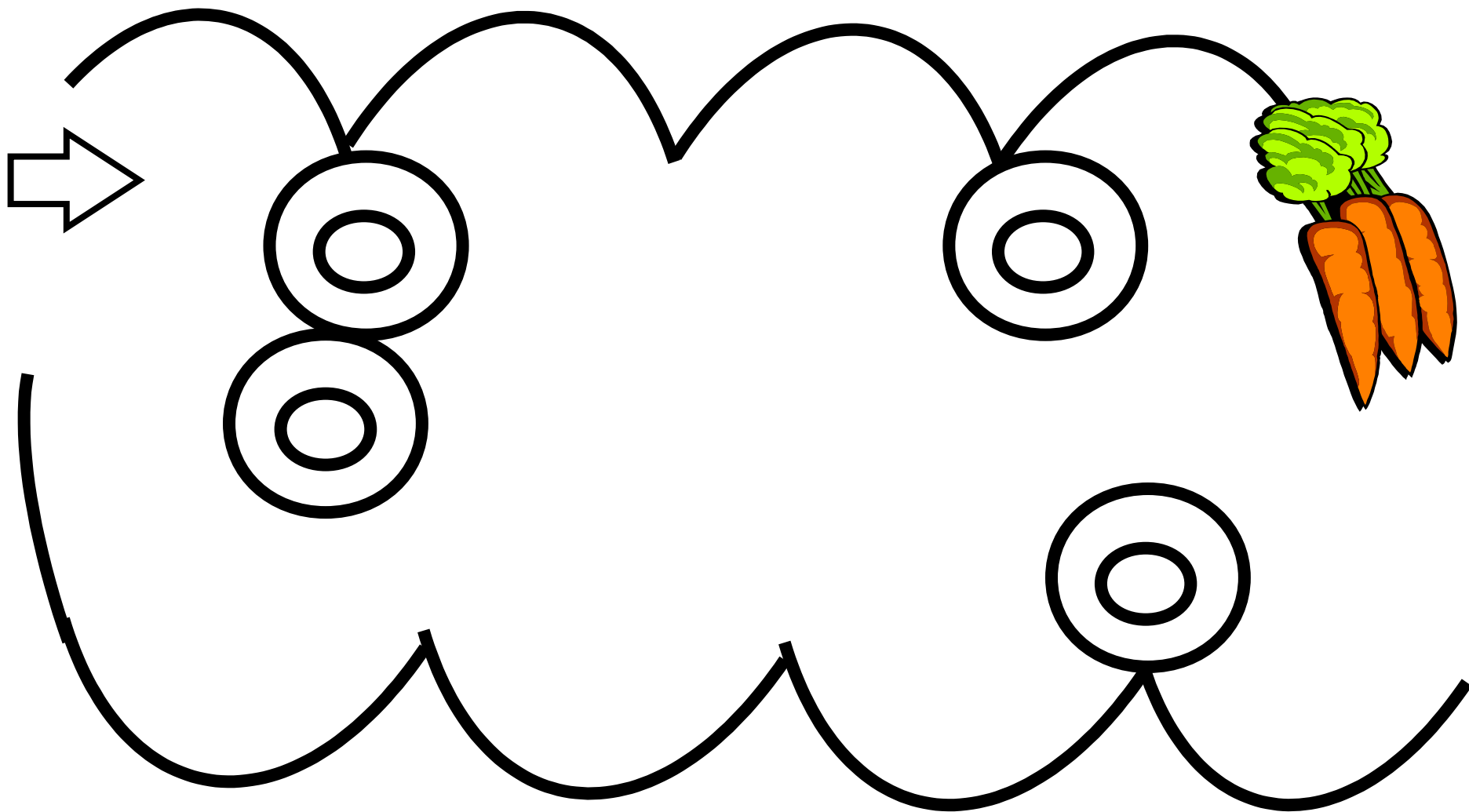
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



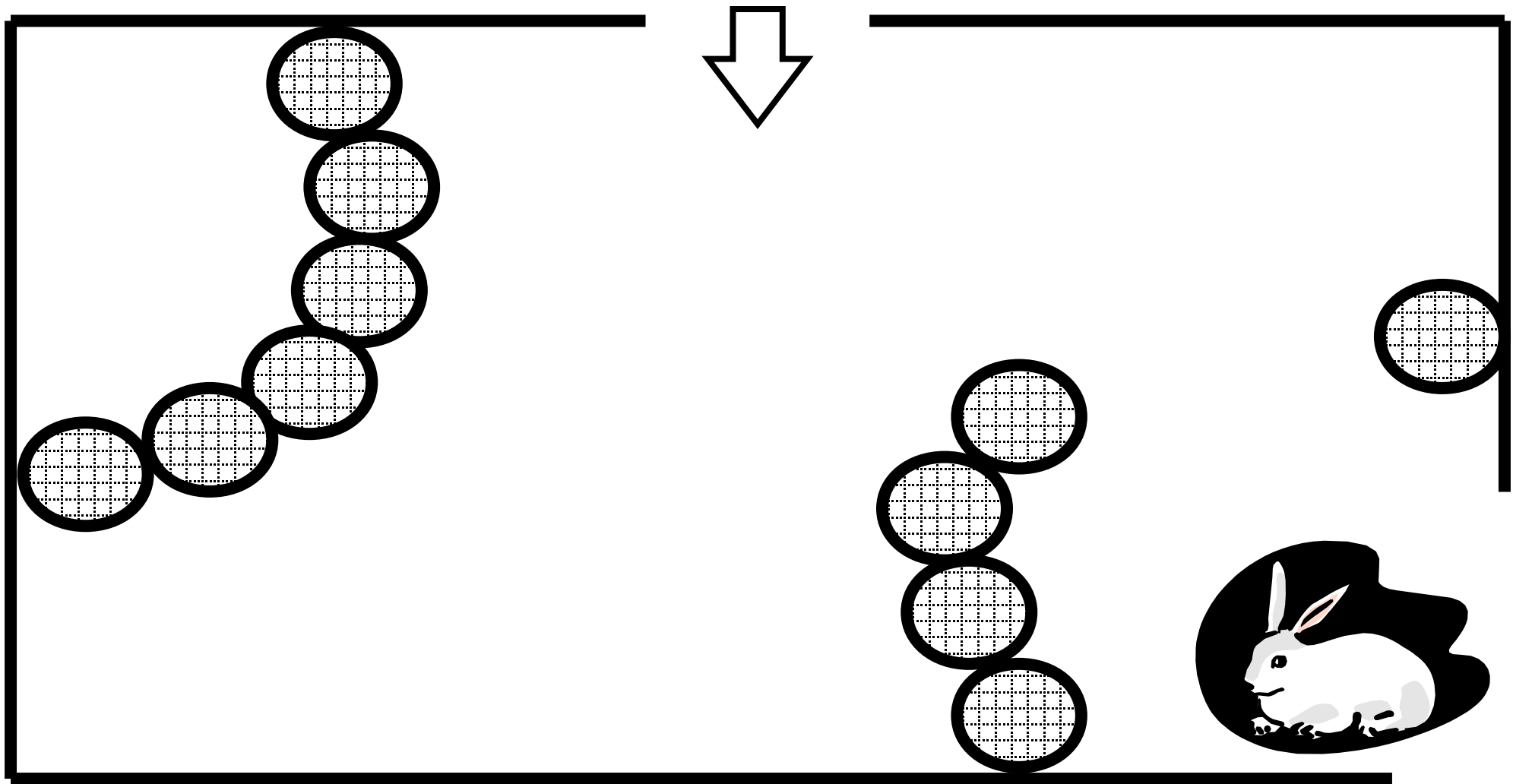
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

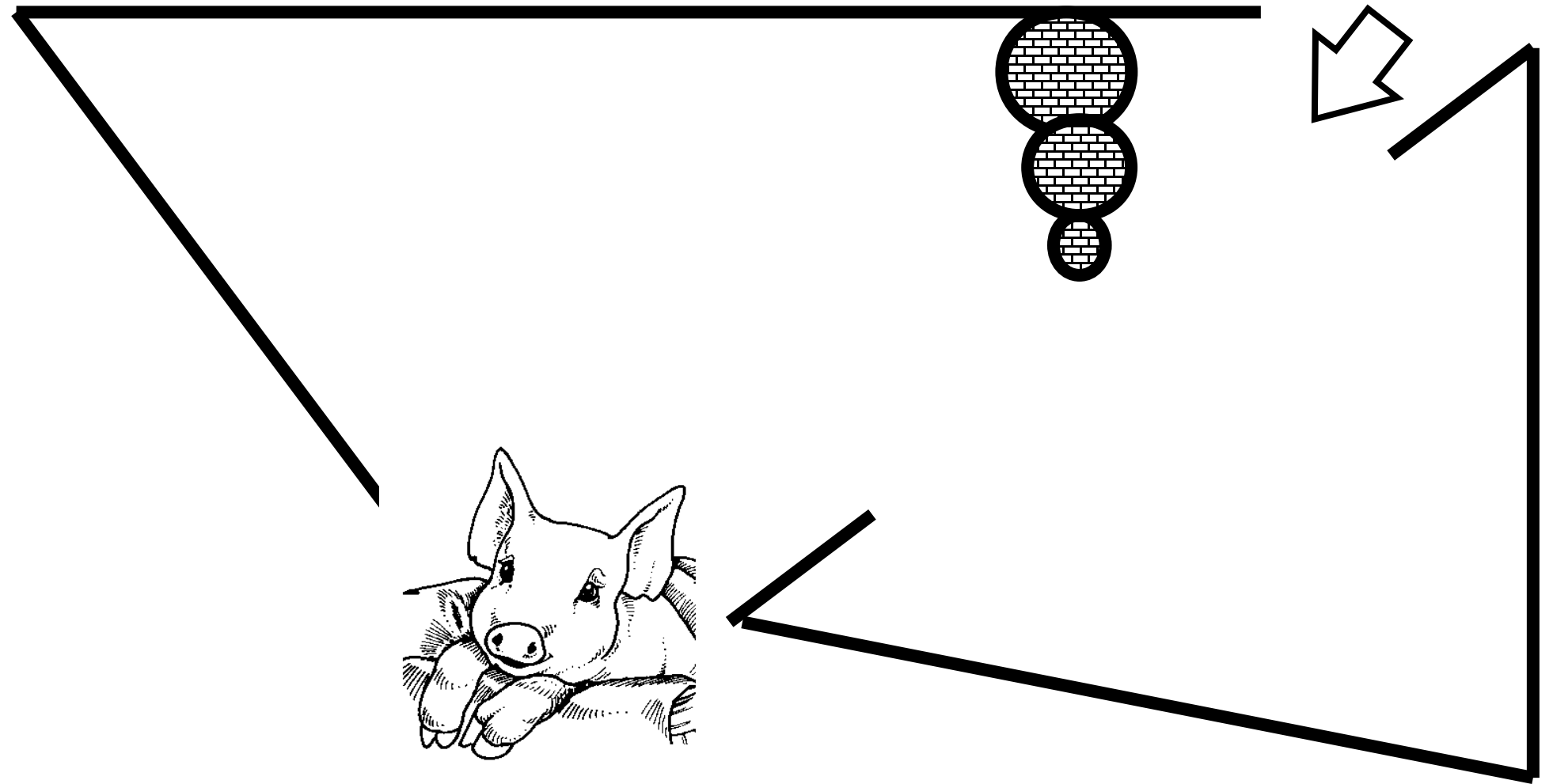
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.

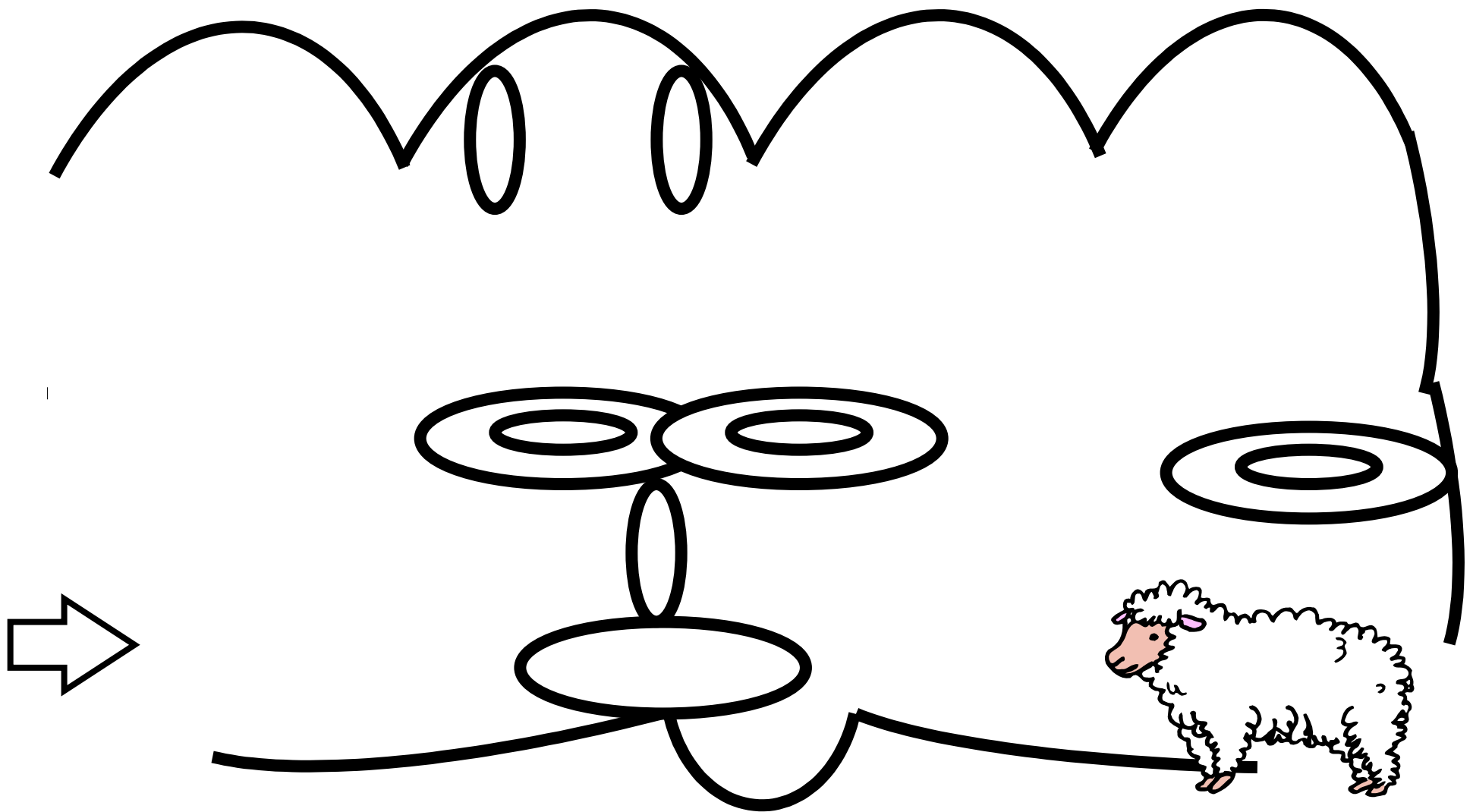




## I LABIRINTI

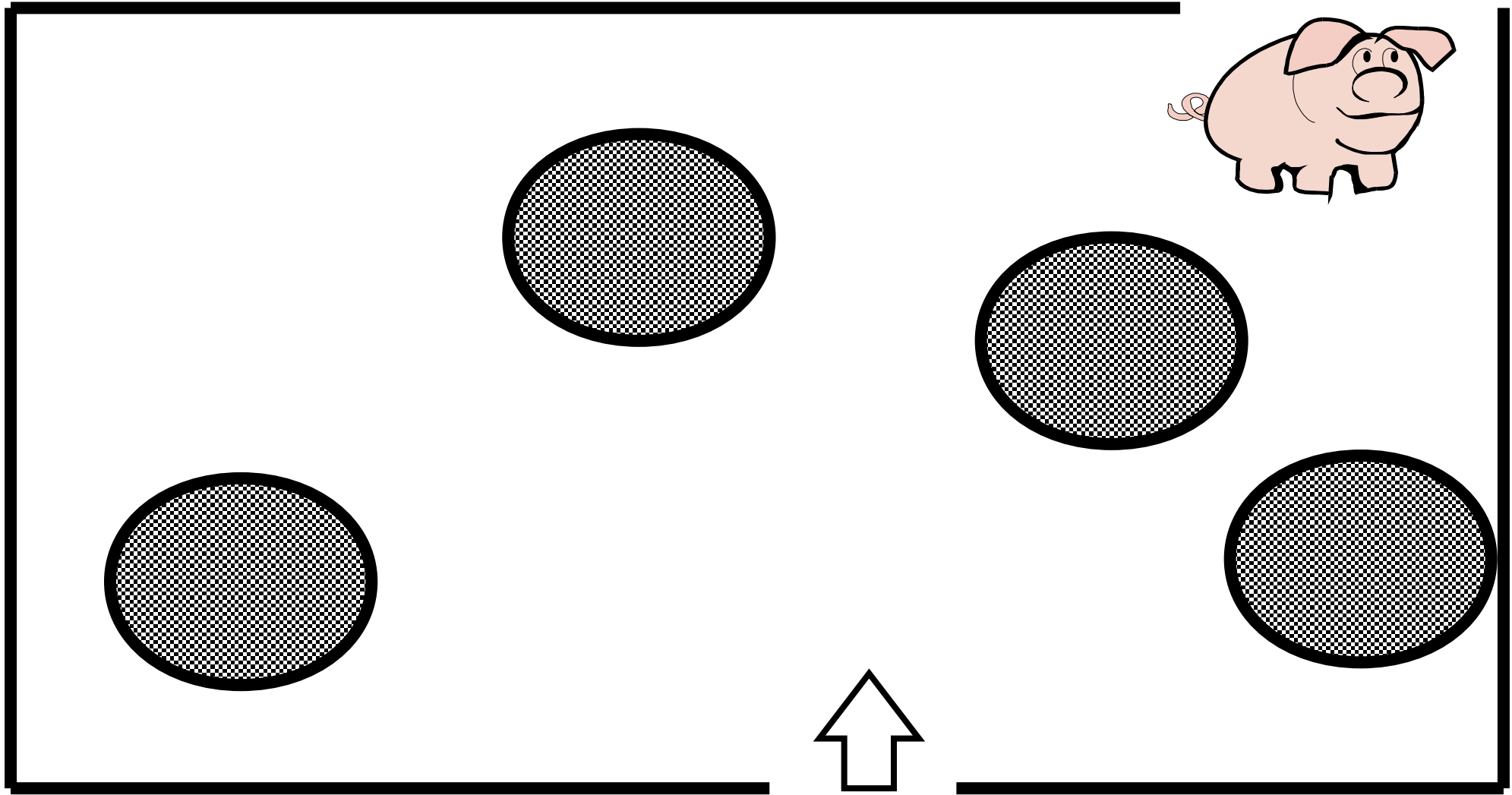
Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.





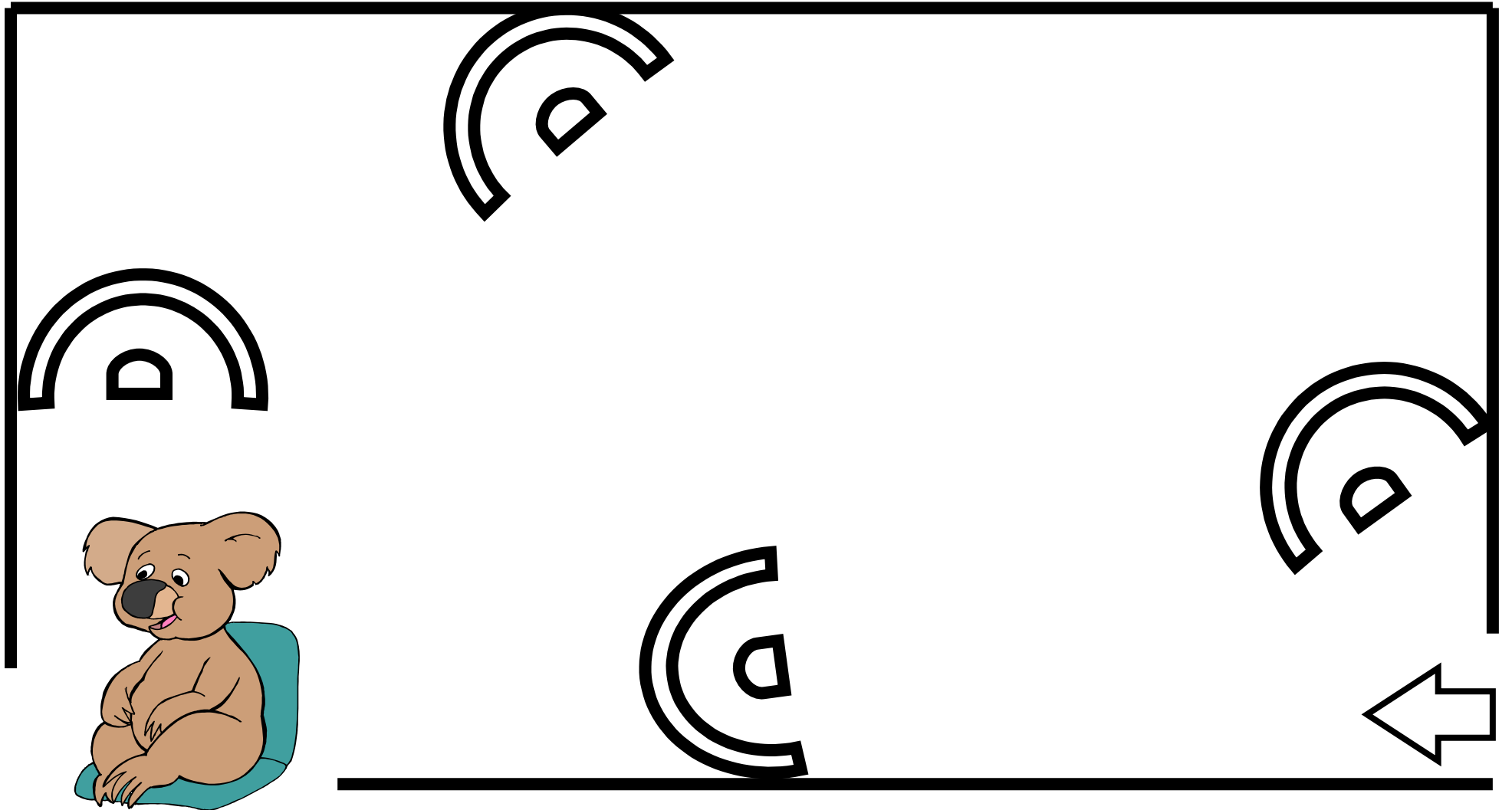
## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



### I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.



## I LABIRINTI

Partendo dalla freccia raggiungere l'uscita, mediante il percorso più breve, senza attraversare le linee.

# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

## *I PERCORSI*

## **I PERCORSI**

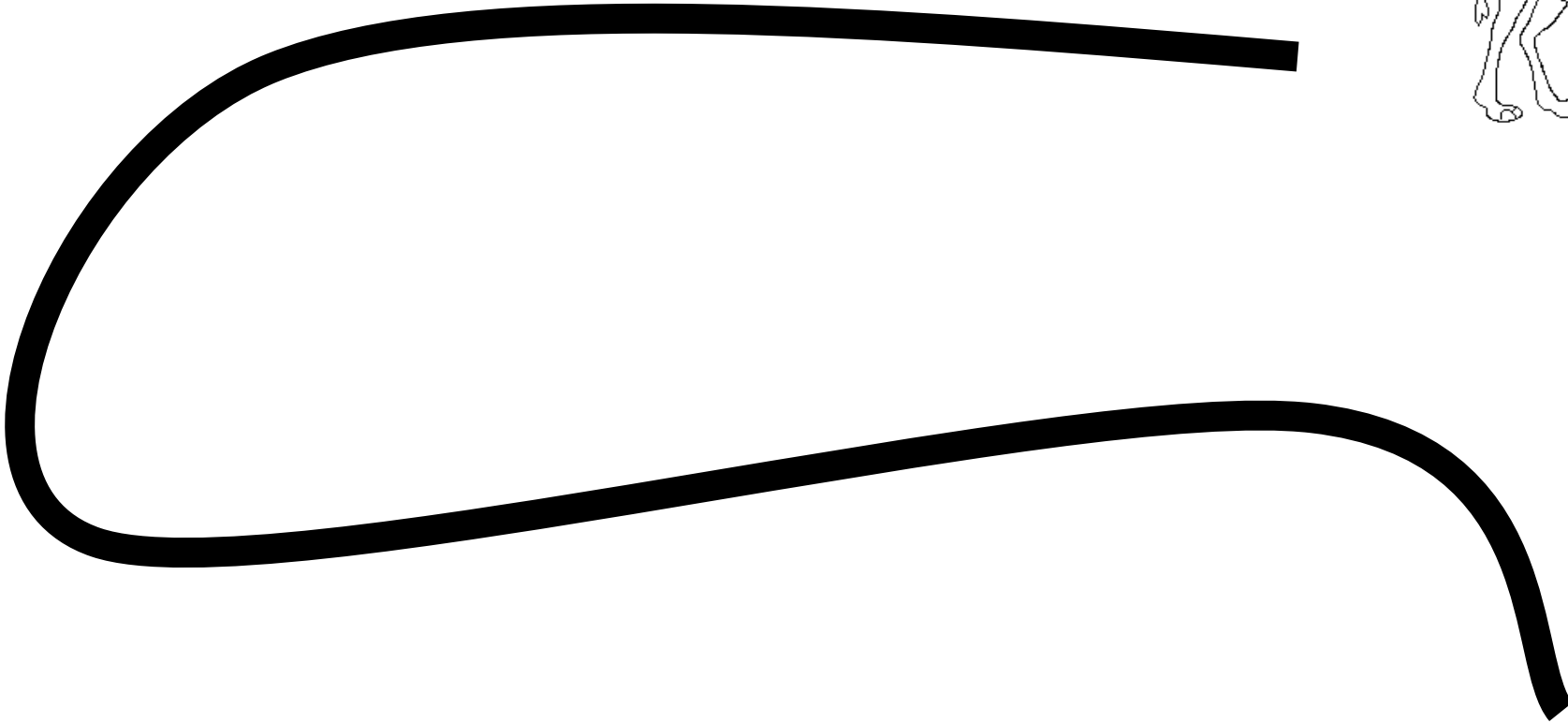
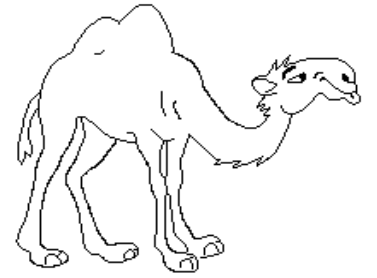
Il percorrere con il dito una linea che inizialmente è quasi dritta e poi si curva e si piega, comporta uno stimolo notevole alla maturazione di varie funzioni come l'orientamento nello spazio, la coordinazione occhio - mano e il pregrafismo.

### **UTILIZZAZIONE**

Per raggiungere tali obiettivi il tracciato va effettuato seguendo correttamente la linea in tutte le sue evoluzioni con il dito. Per abituare il bambino a controllare in maniera valida 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**

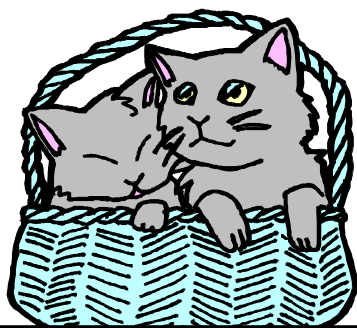
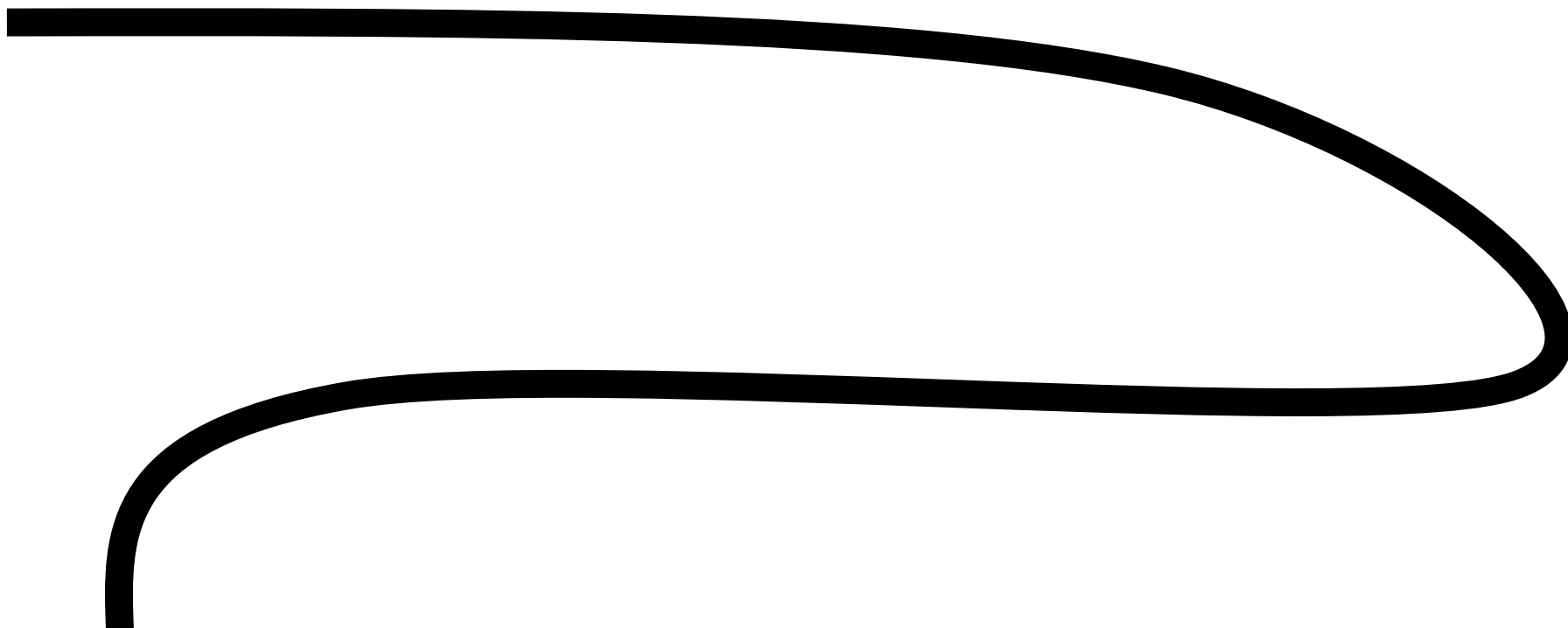
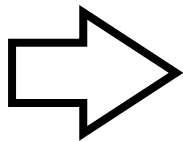
Tre anni.



## I PERCORSI

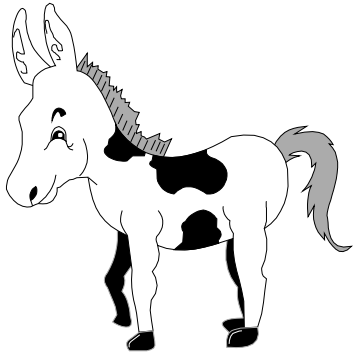
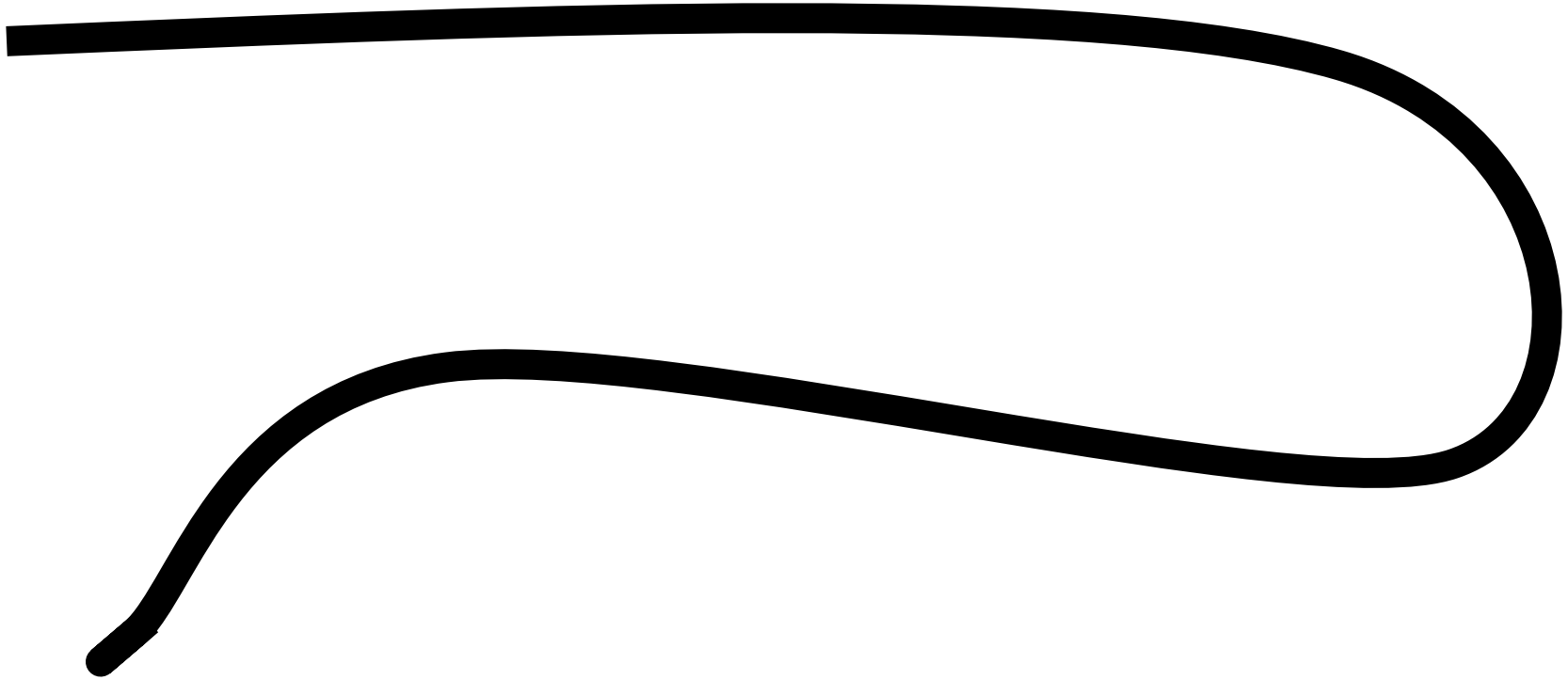
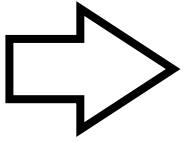
Far seguire con il dito ogni percorso.





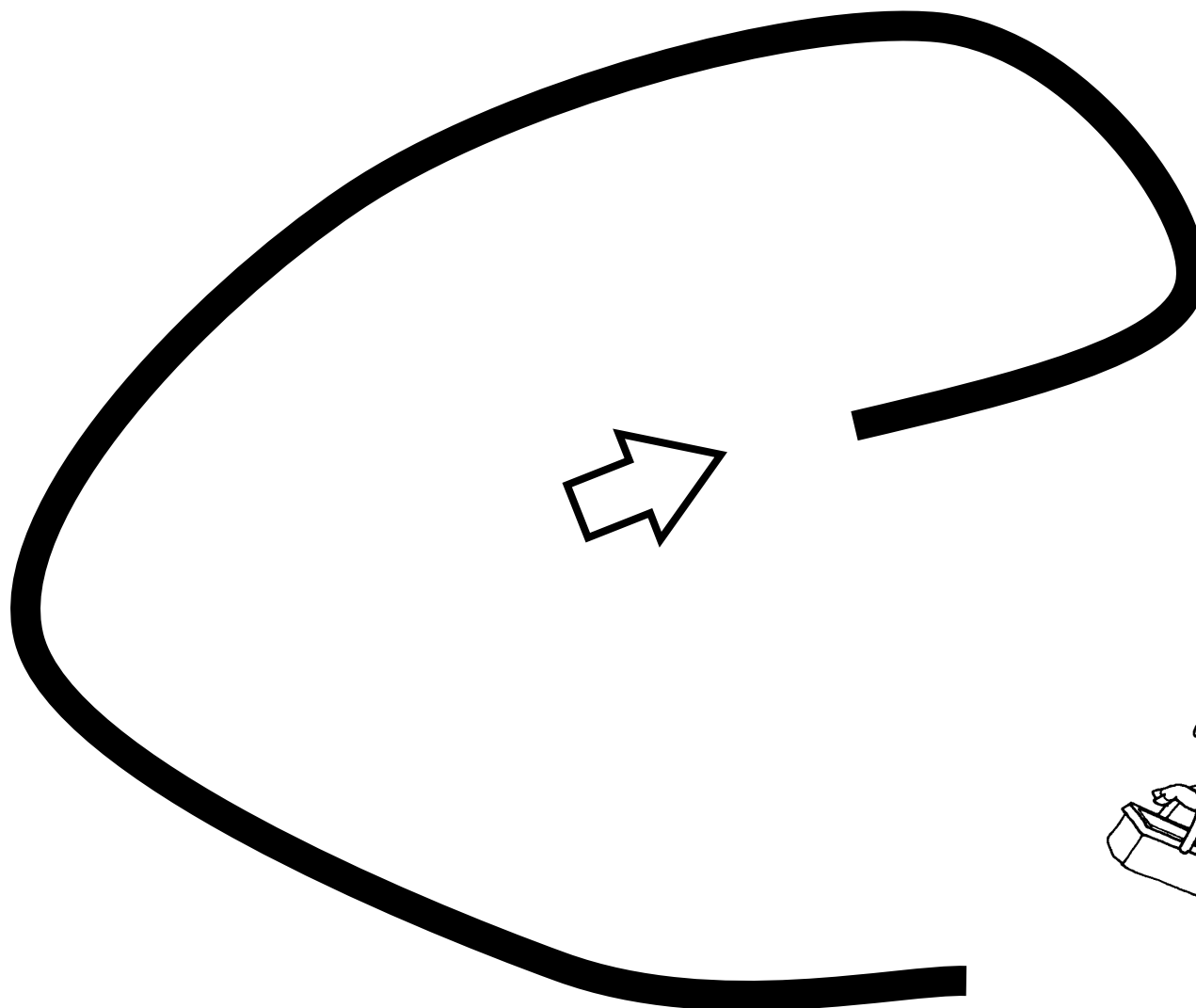
## I PERCORSI

Far seguire con il dito ogni percorso.



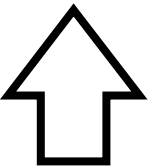
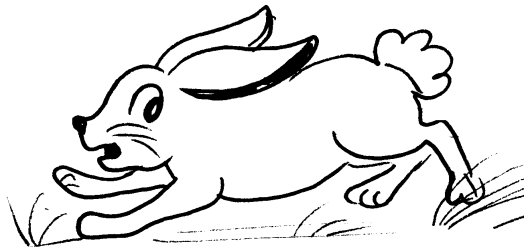
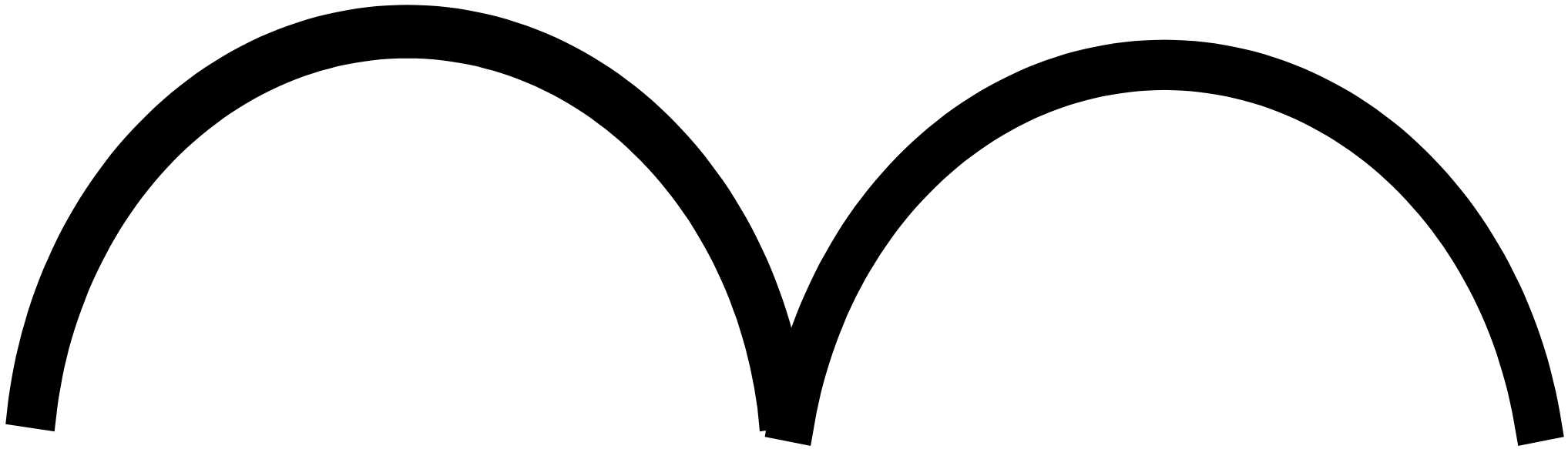
## I PERCORSI

Far seguire con il dito ogni percorso.



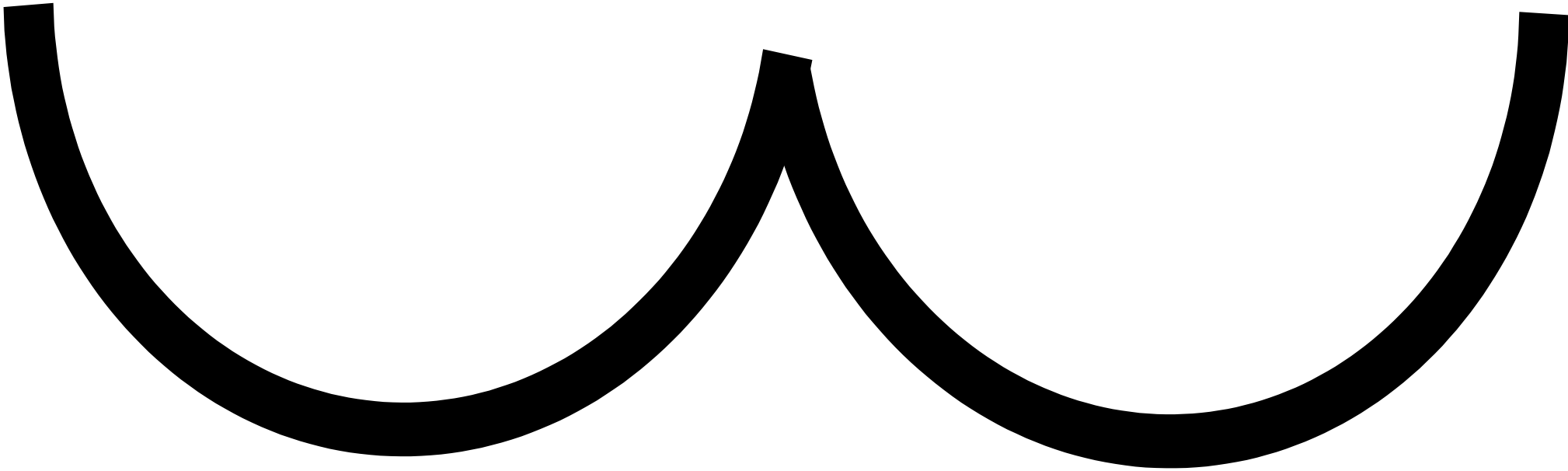
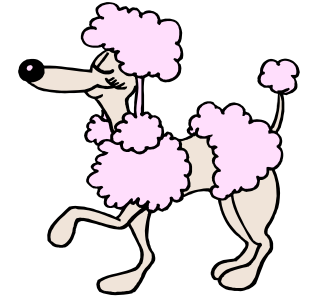
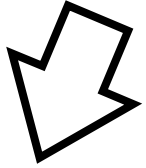
## I PERCORSI

Far seguire con il dito ogni percorso.



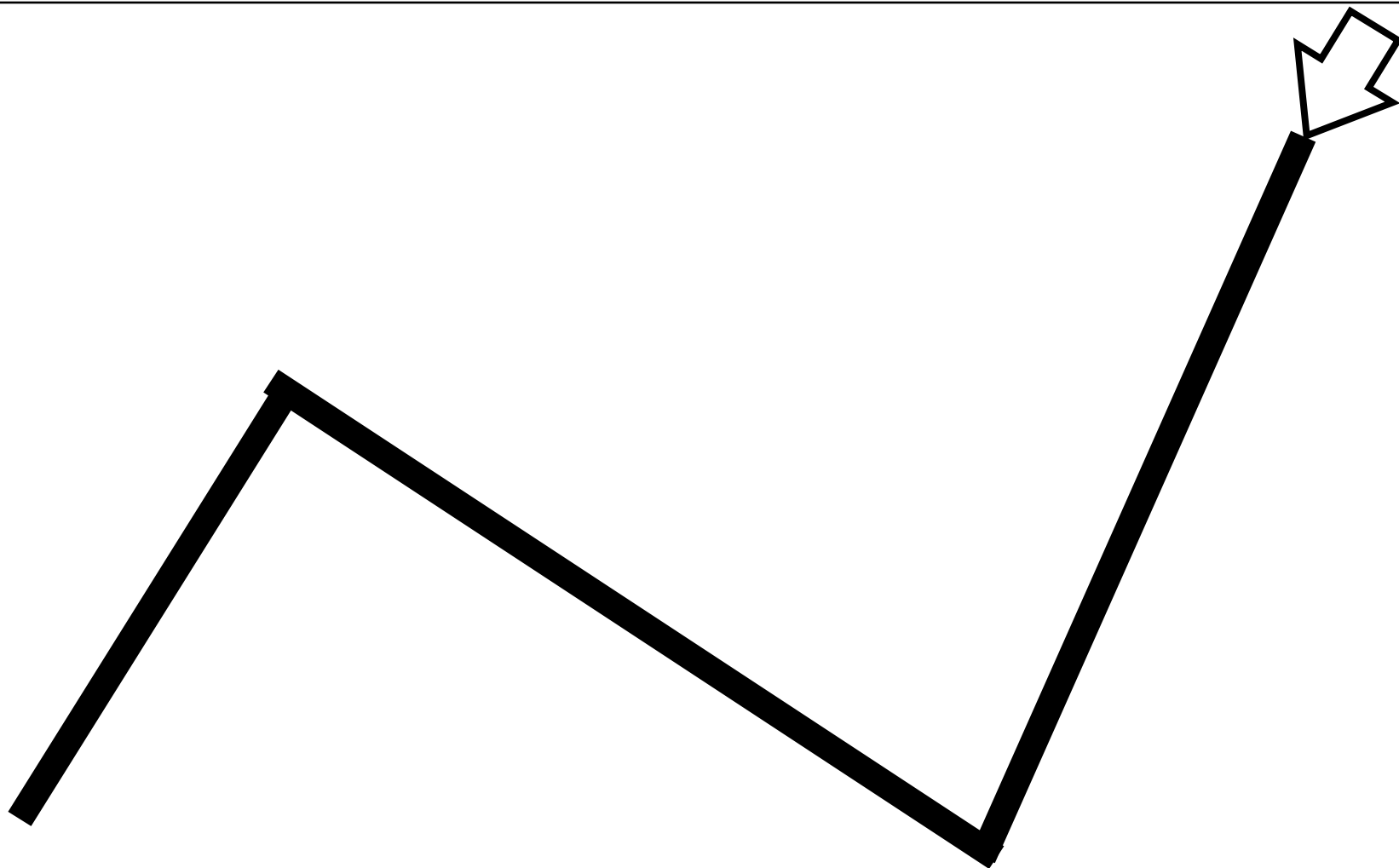
## I PERCORSI

Far seguire con il dito ogni percorso.



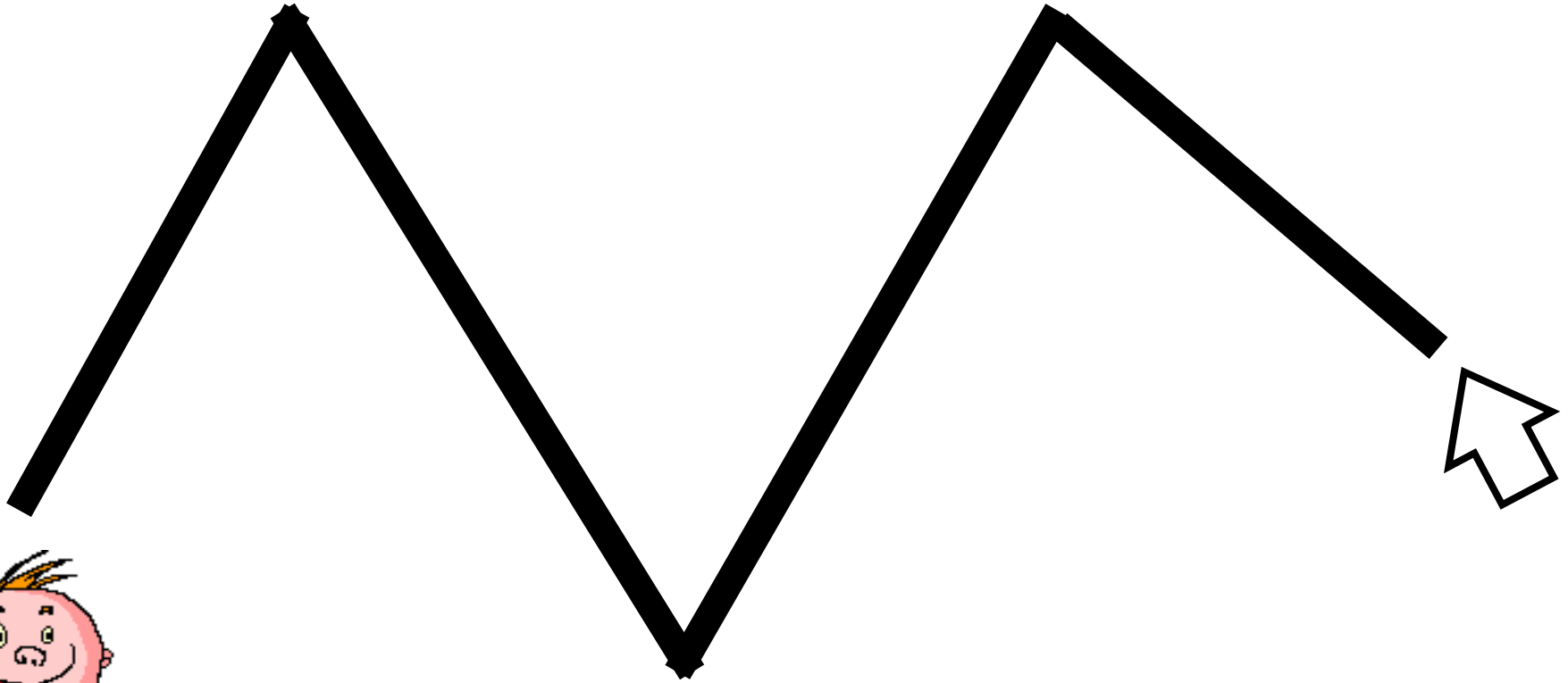
## I PERCORSI

Far seguire con il dito ogni percorso.



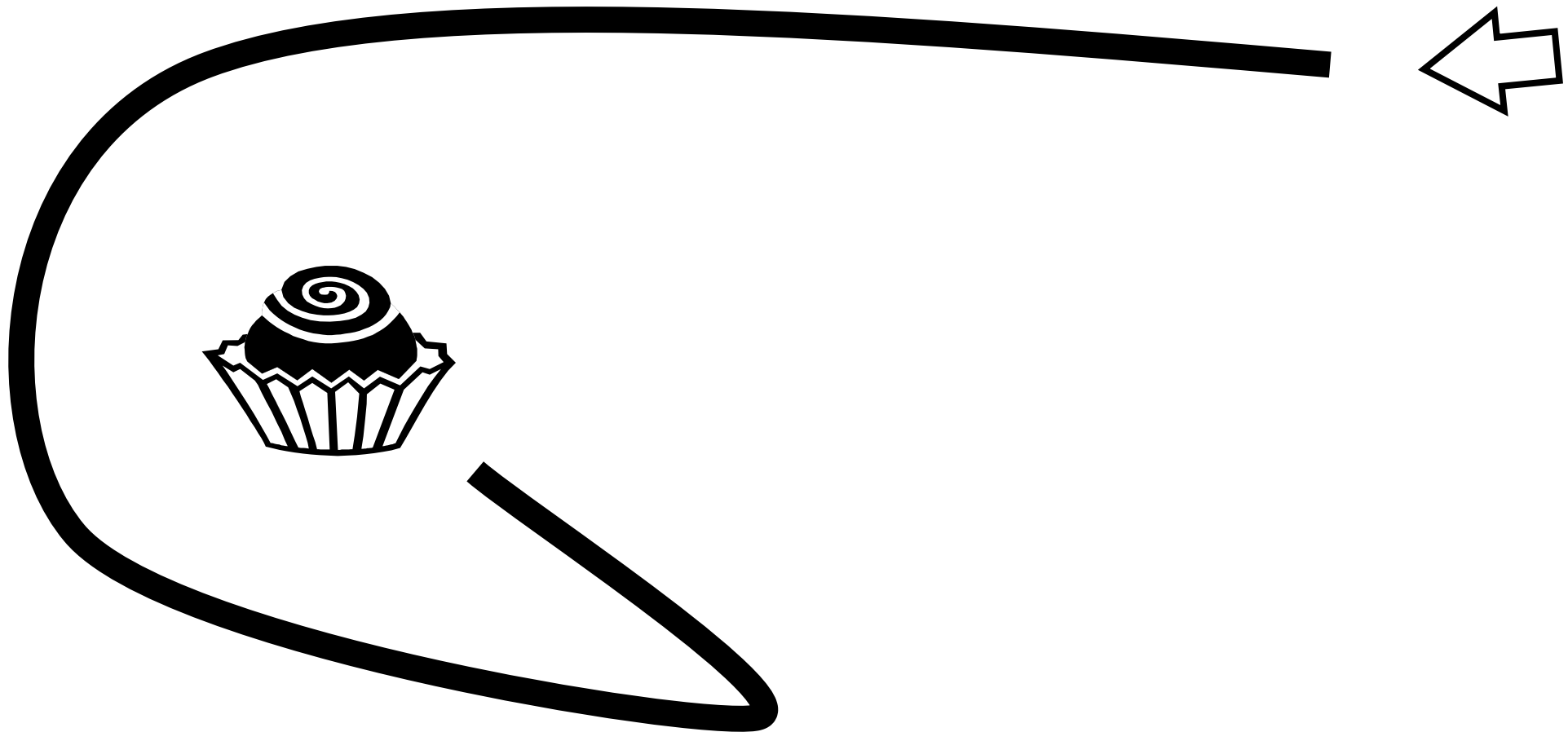
## I PERCORSI

Far seguire con il dito ogni percorso.



## I PERCORSI

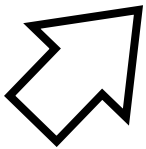
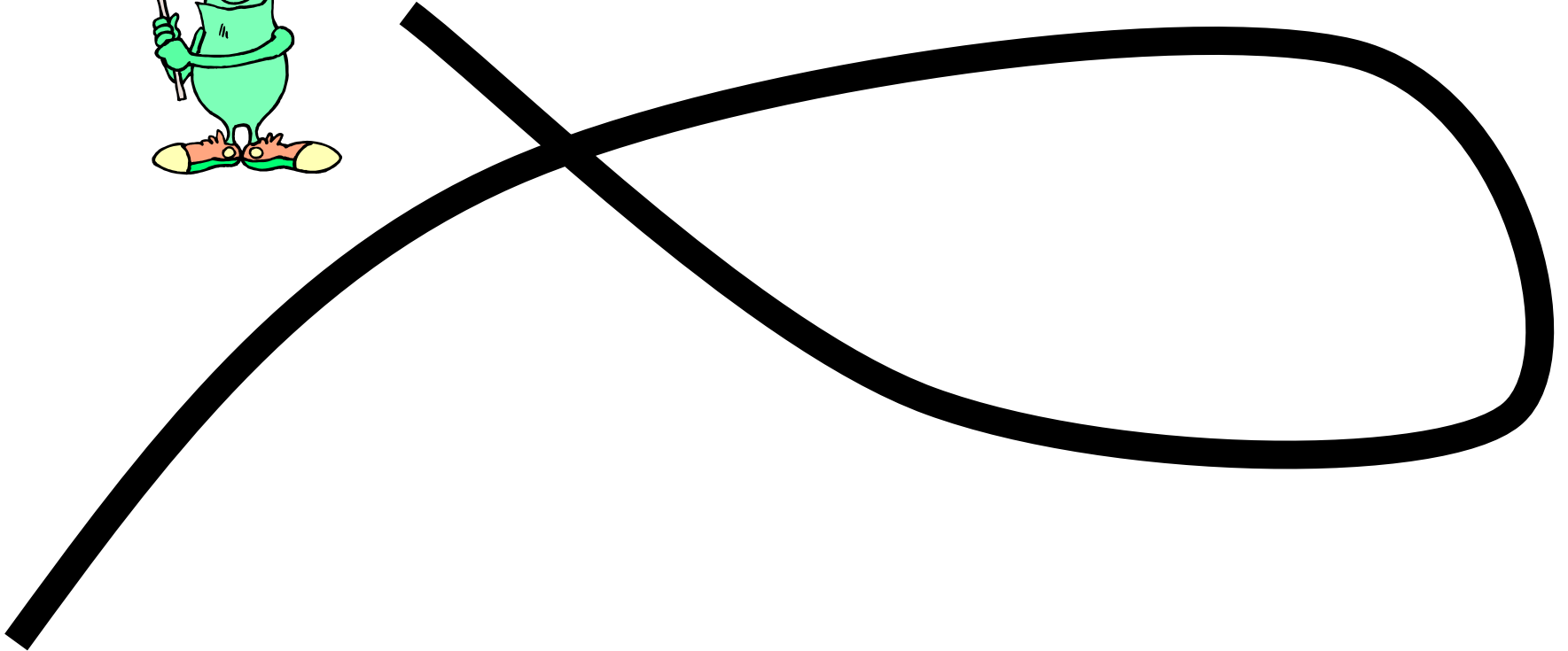
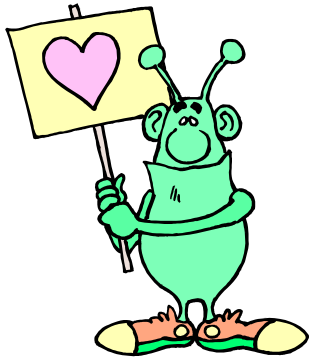
Far seguire con il dito ogni percorso.



## I PERCORSI

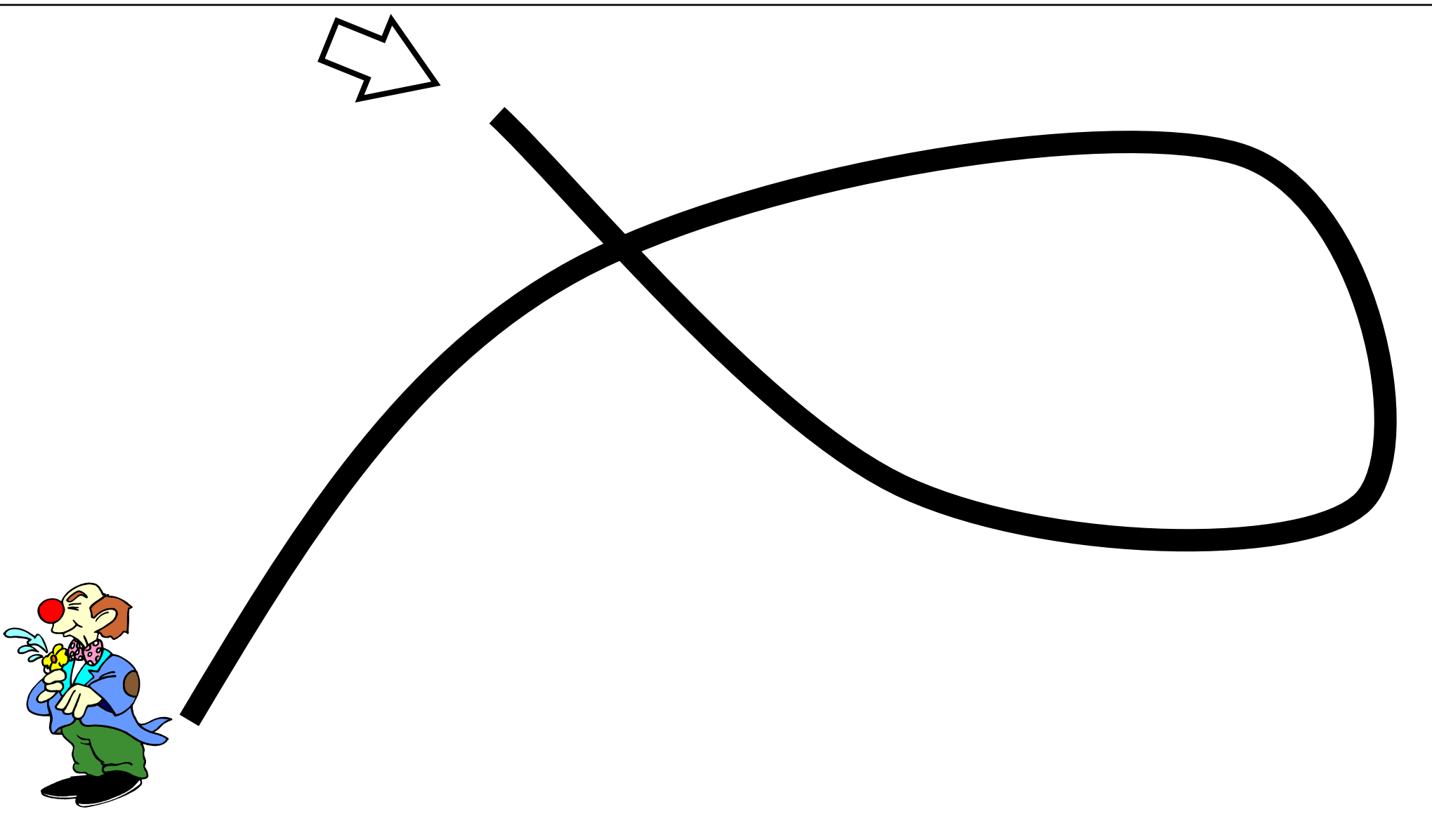
Far seguire con il dito ogni percorso.





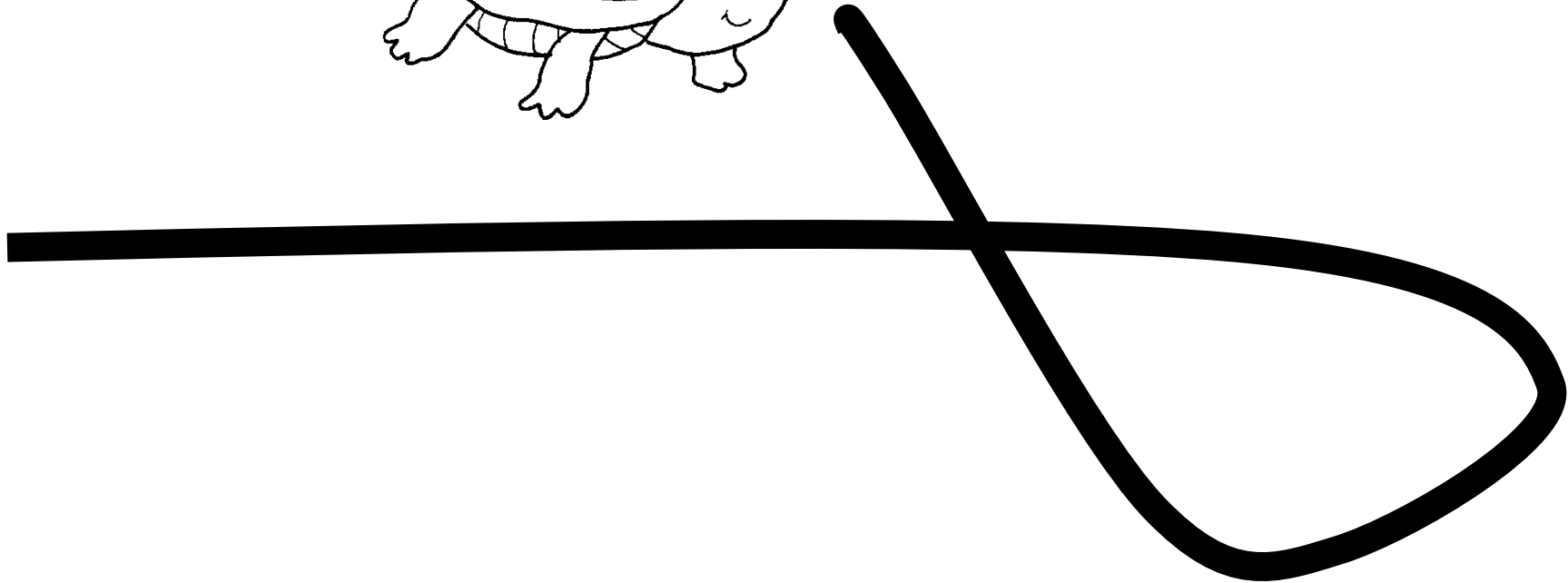
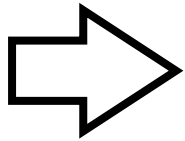
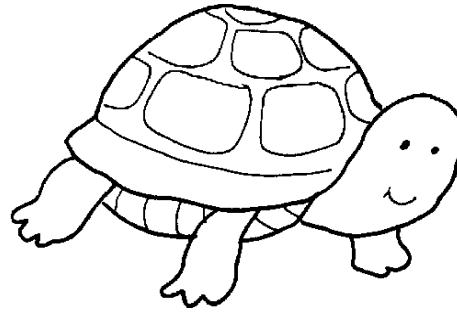
## I PERCORSI

Far seguire con il dito ogni percorso.



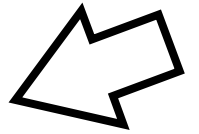
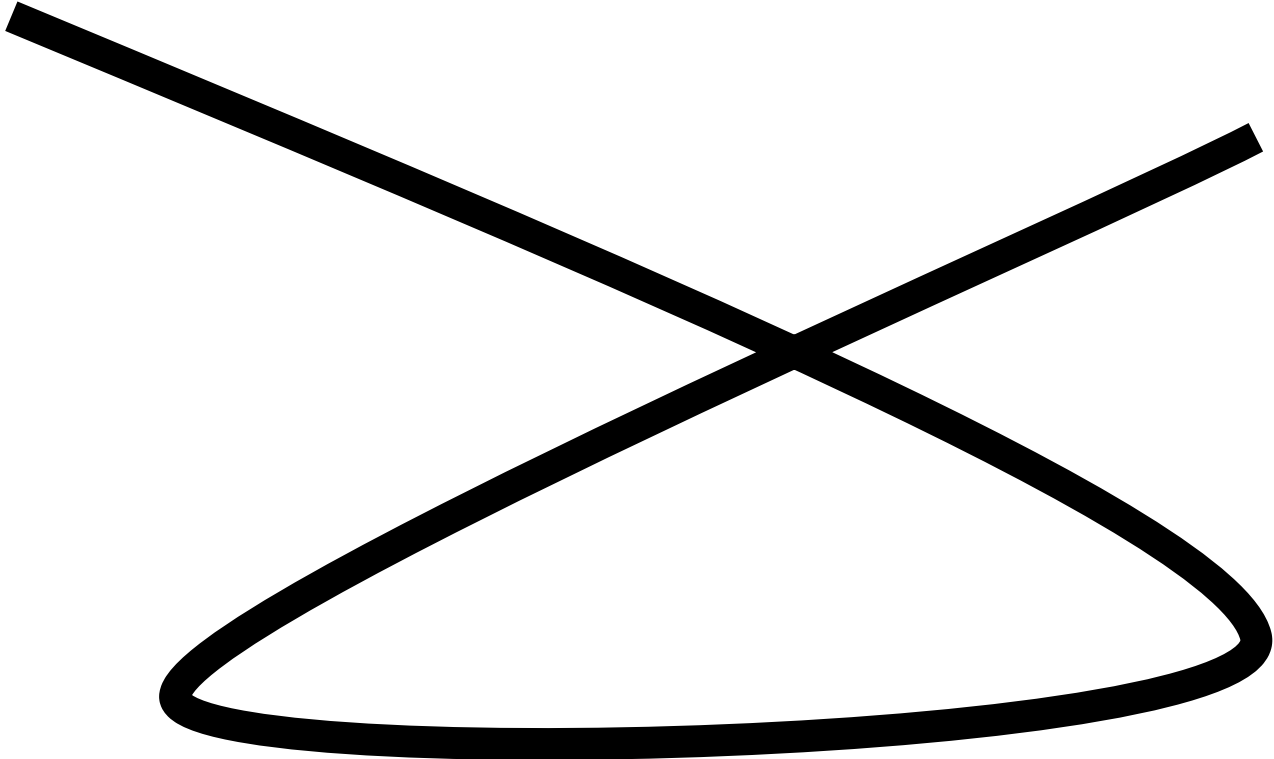
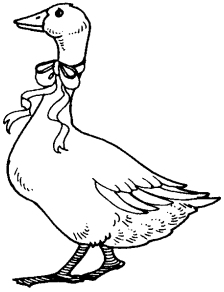
## I PERCORSI

Far seguire con il dito ogni percorso.



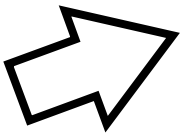
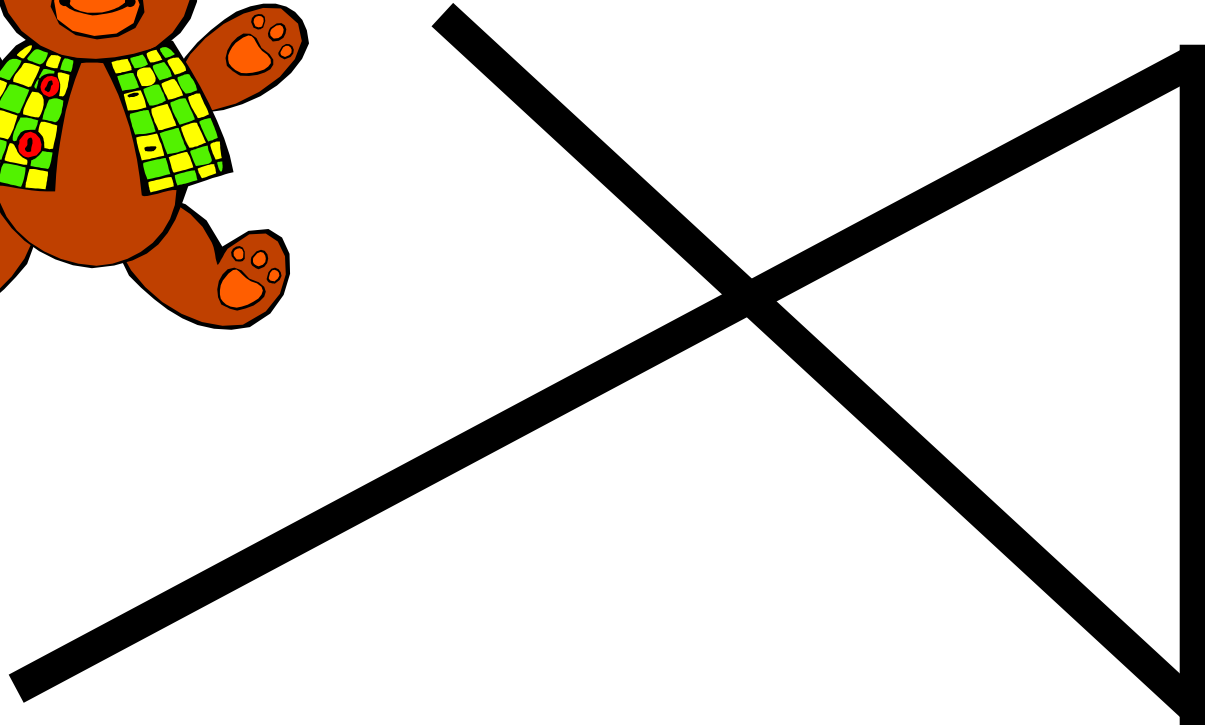
## I PERCORSI

Far seguire con il dito ogni percorso.



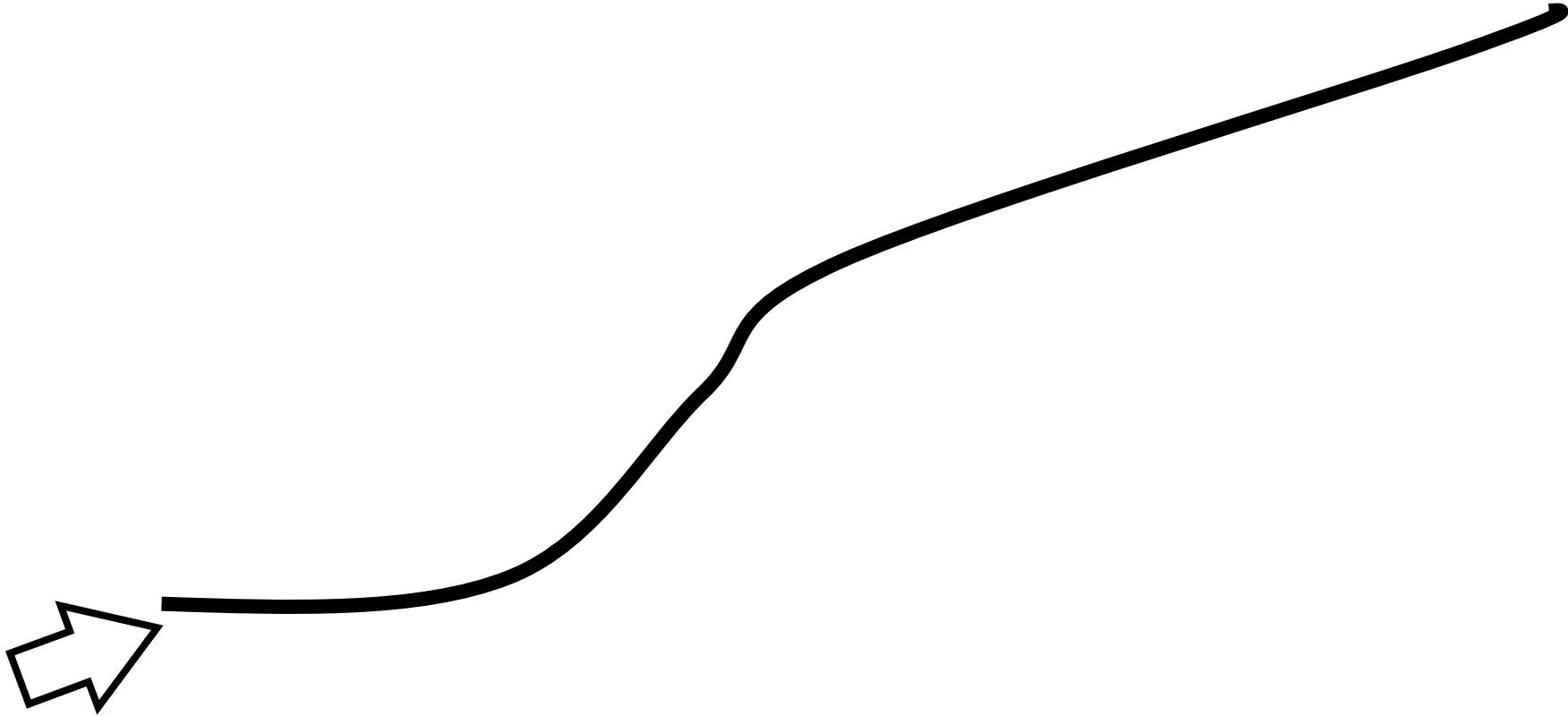
## I PERCORSI

Far seguire con il dito ogni percorso.



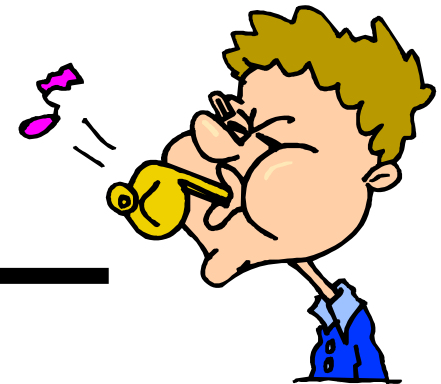
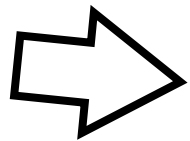
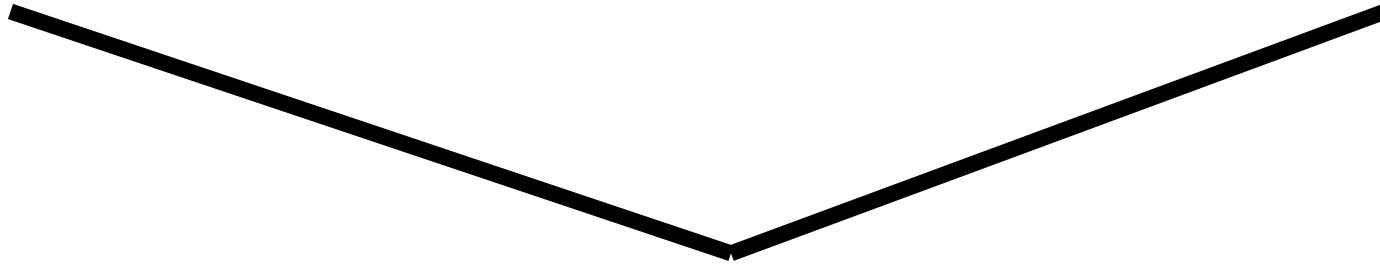
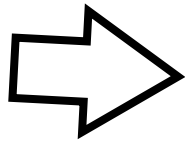
## I PERCORSI

Far seguire con il dito ogni percorso.



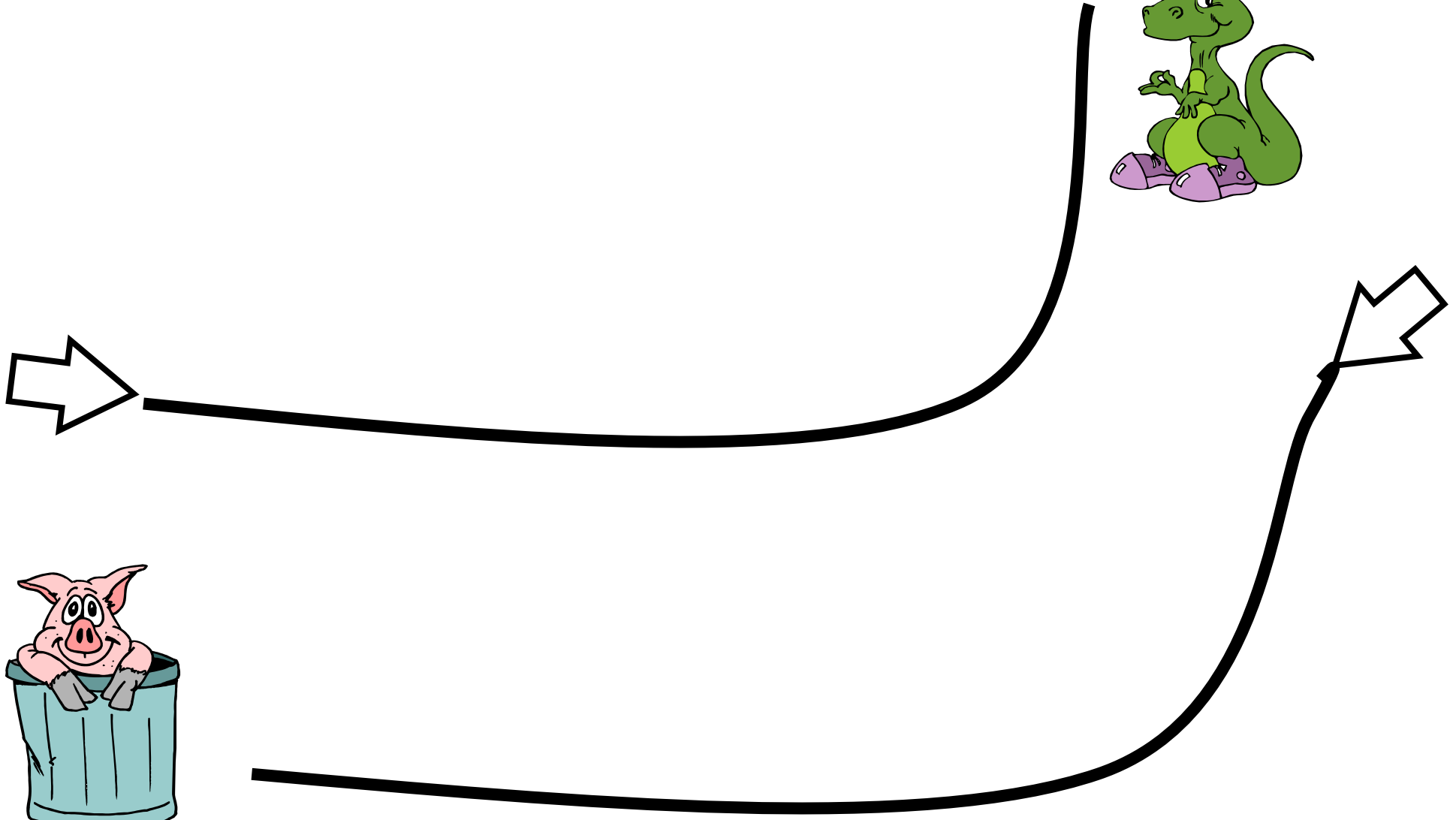
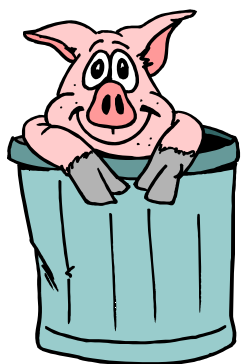
## I PERCORSI

Far seguire con il dito ogni percorso.



## I PERCORSI

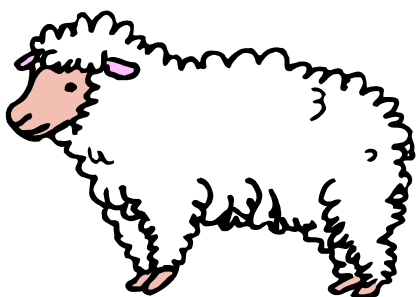
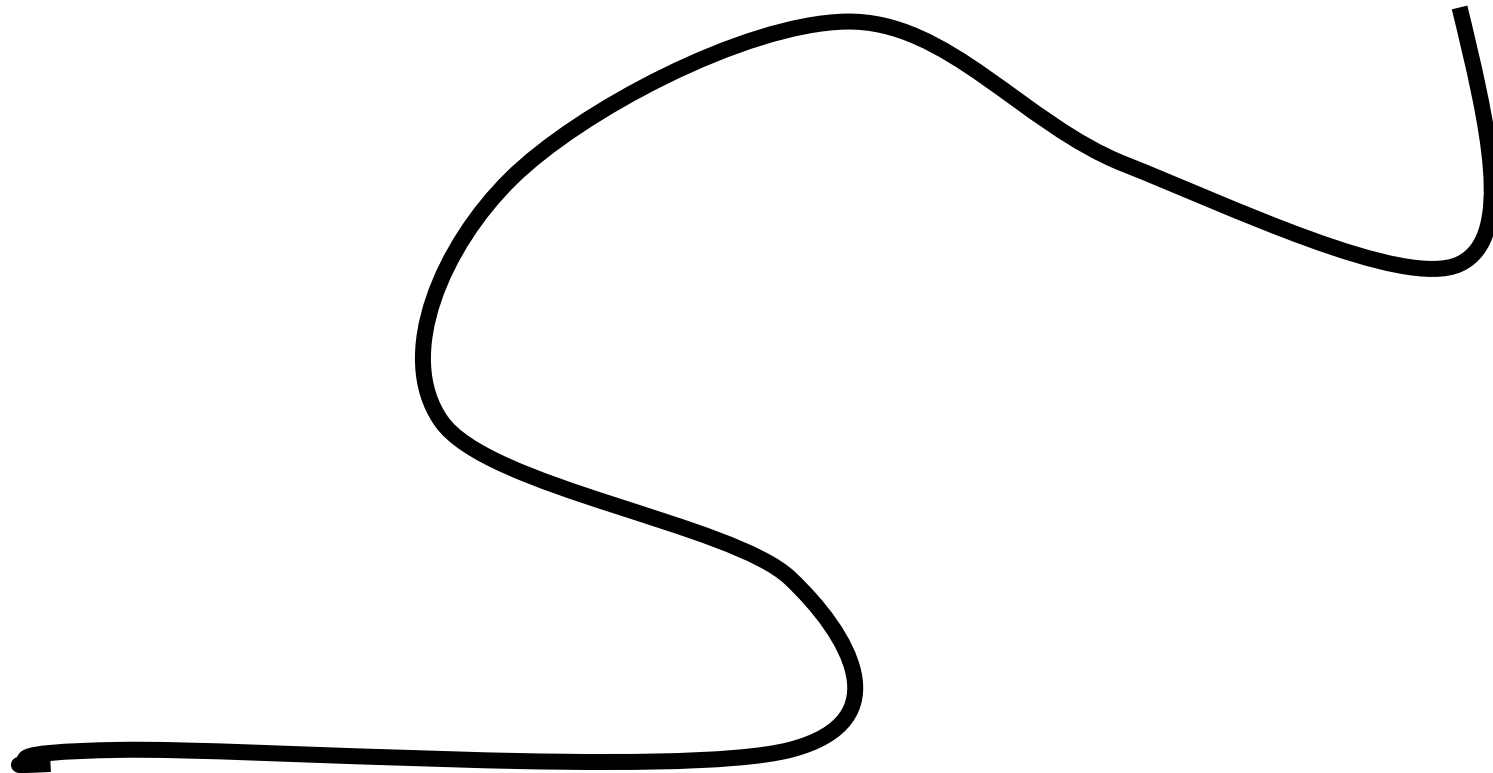
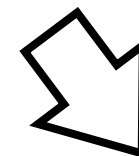
Far seguire con il dito ogni percorso.



## I PERCORSI

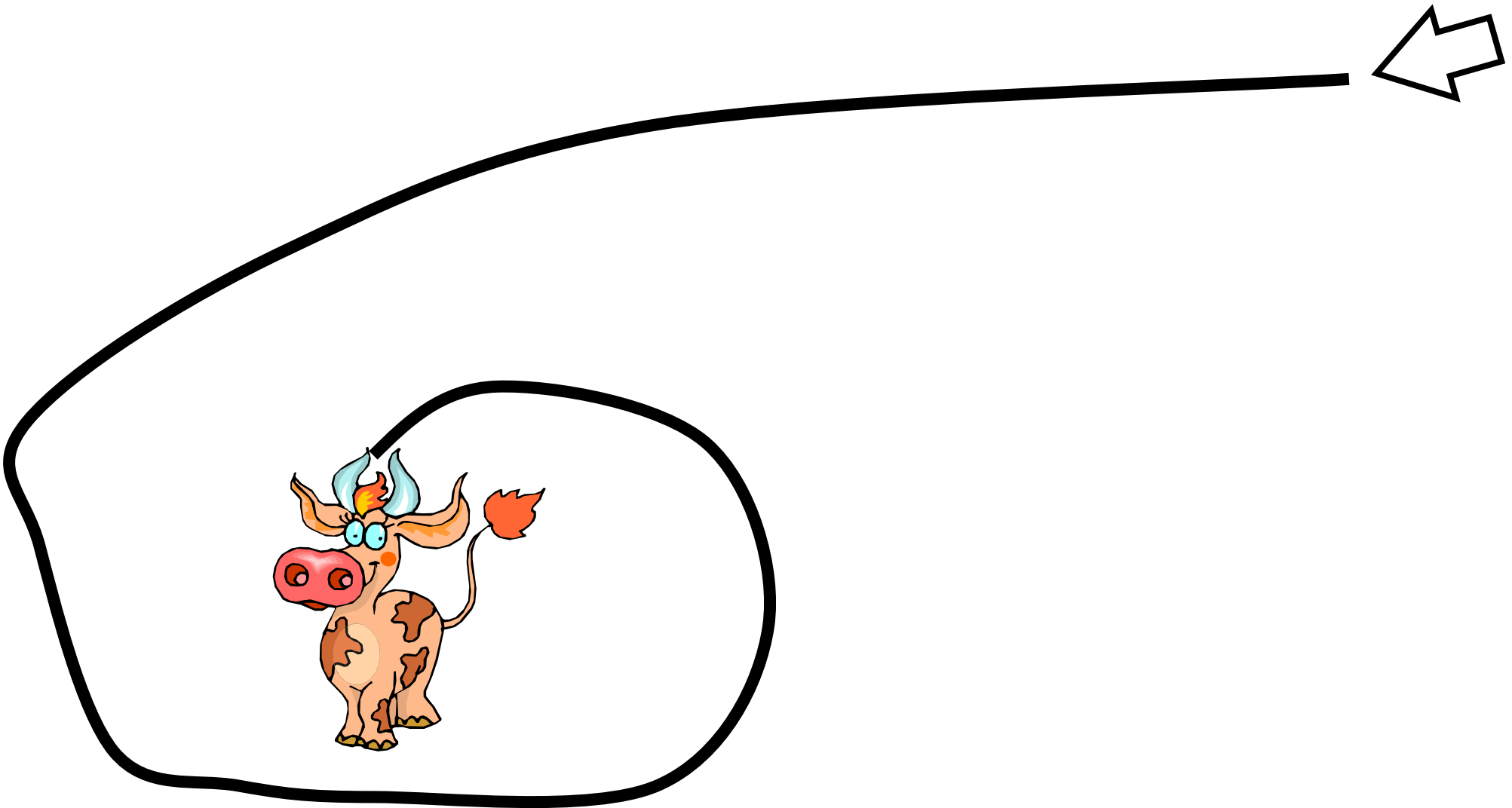
Far seguire con il dito ogni percorso.





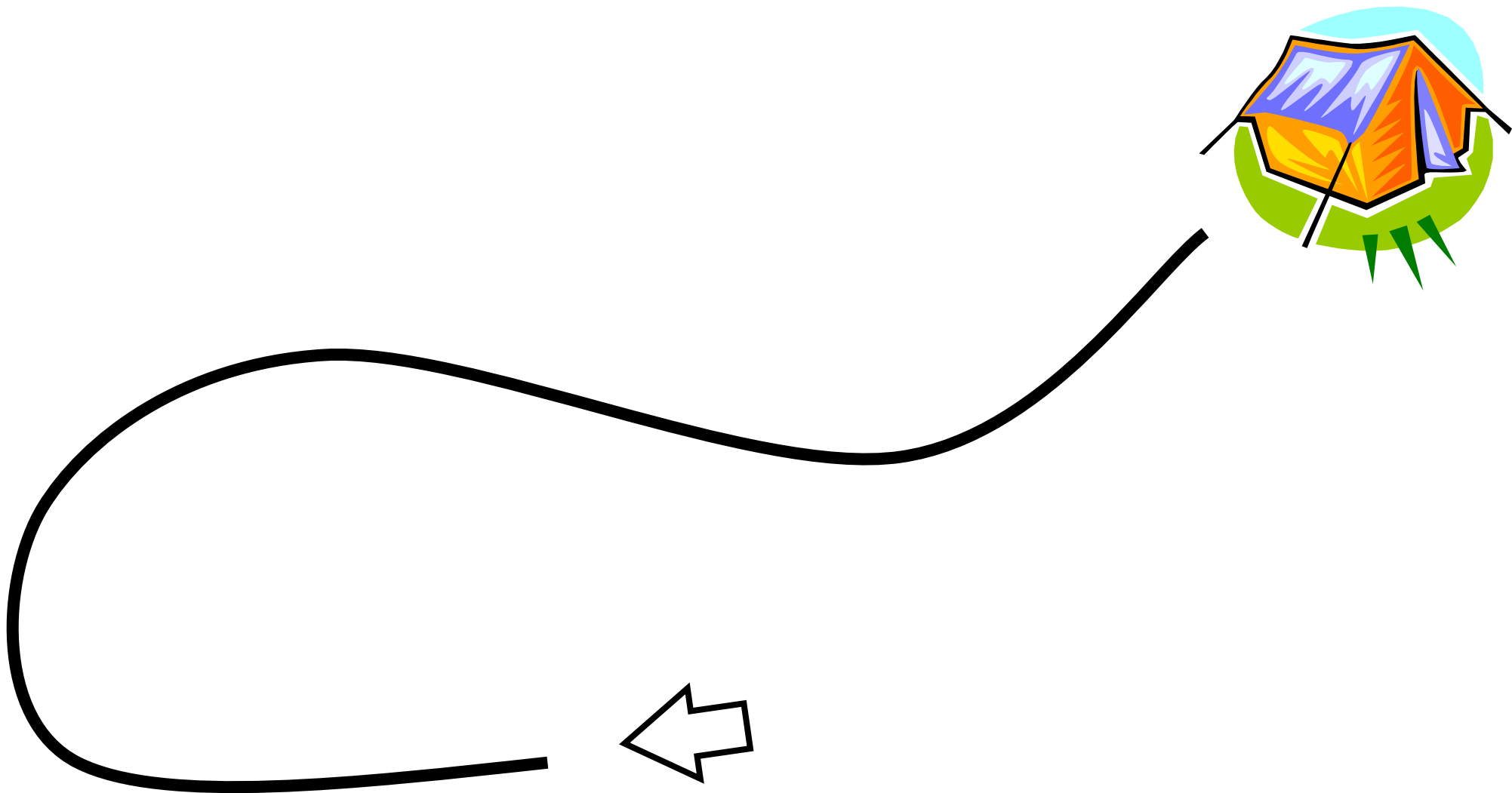
## I PERCORSI

Far seguire con il dito ogni percorso.



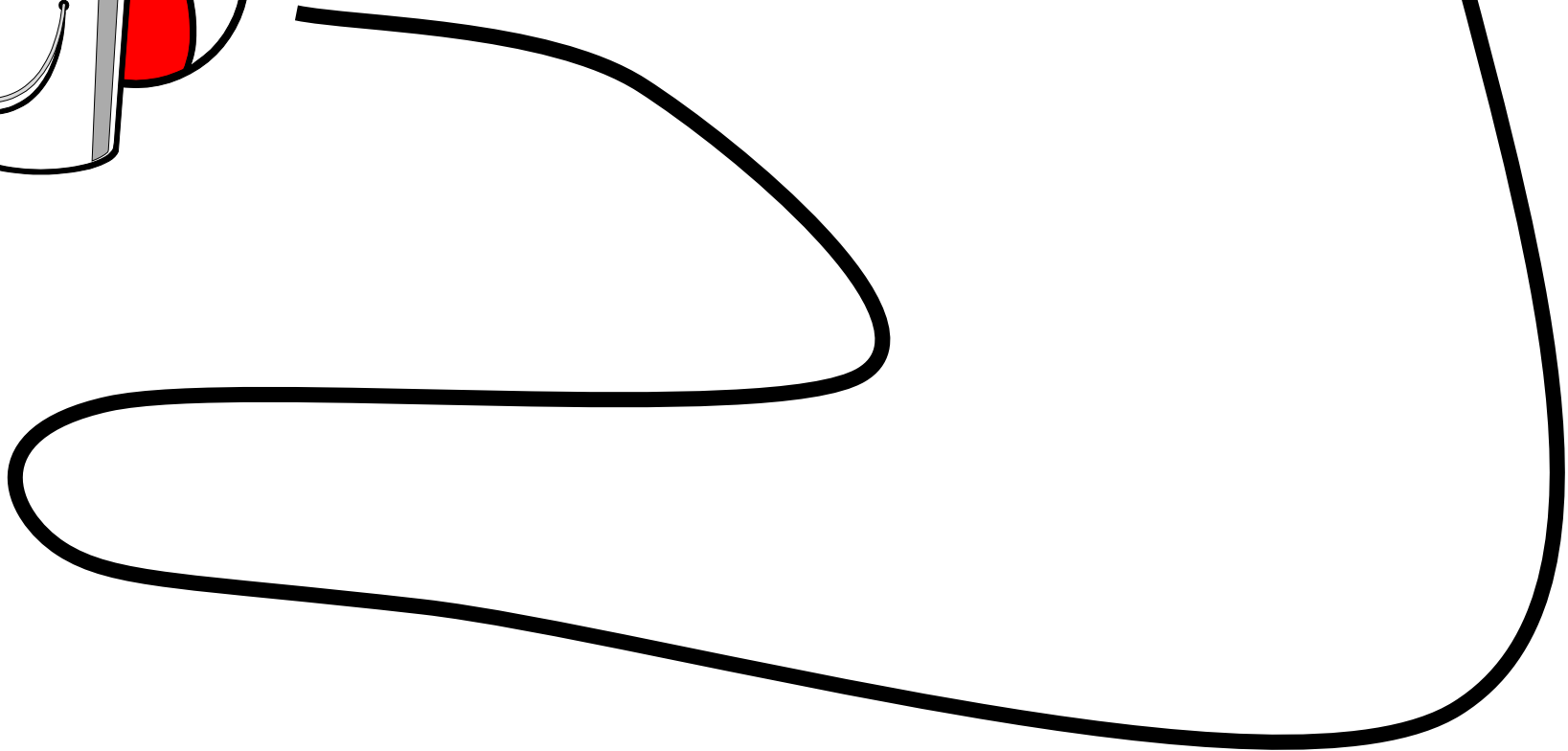
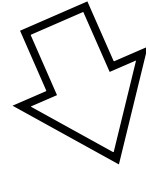
## I PERCORSI

Far seguire con il dito ogni percorso.



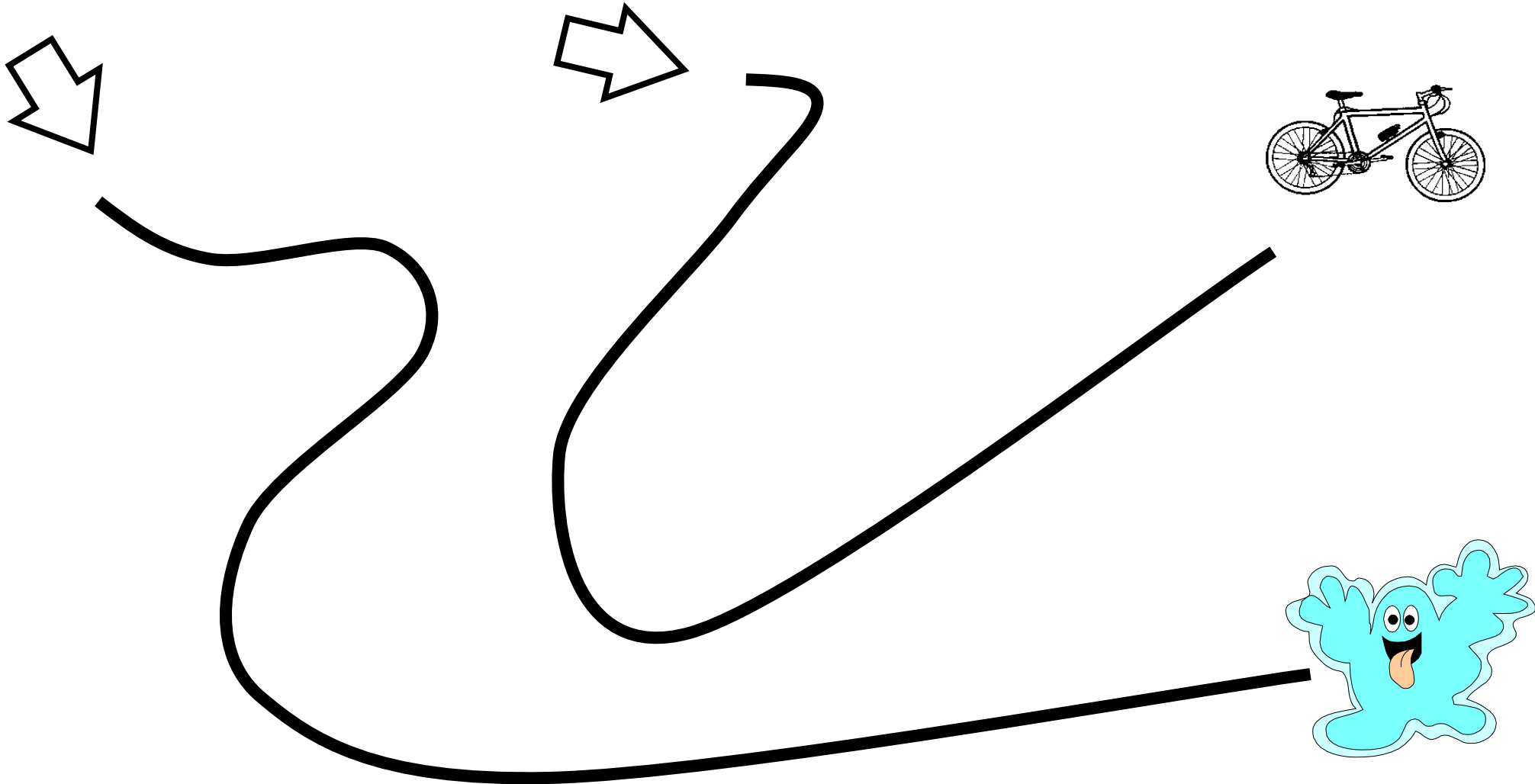
## I PERCORSI

Far seguire con il dito ogni percorso.



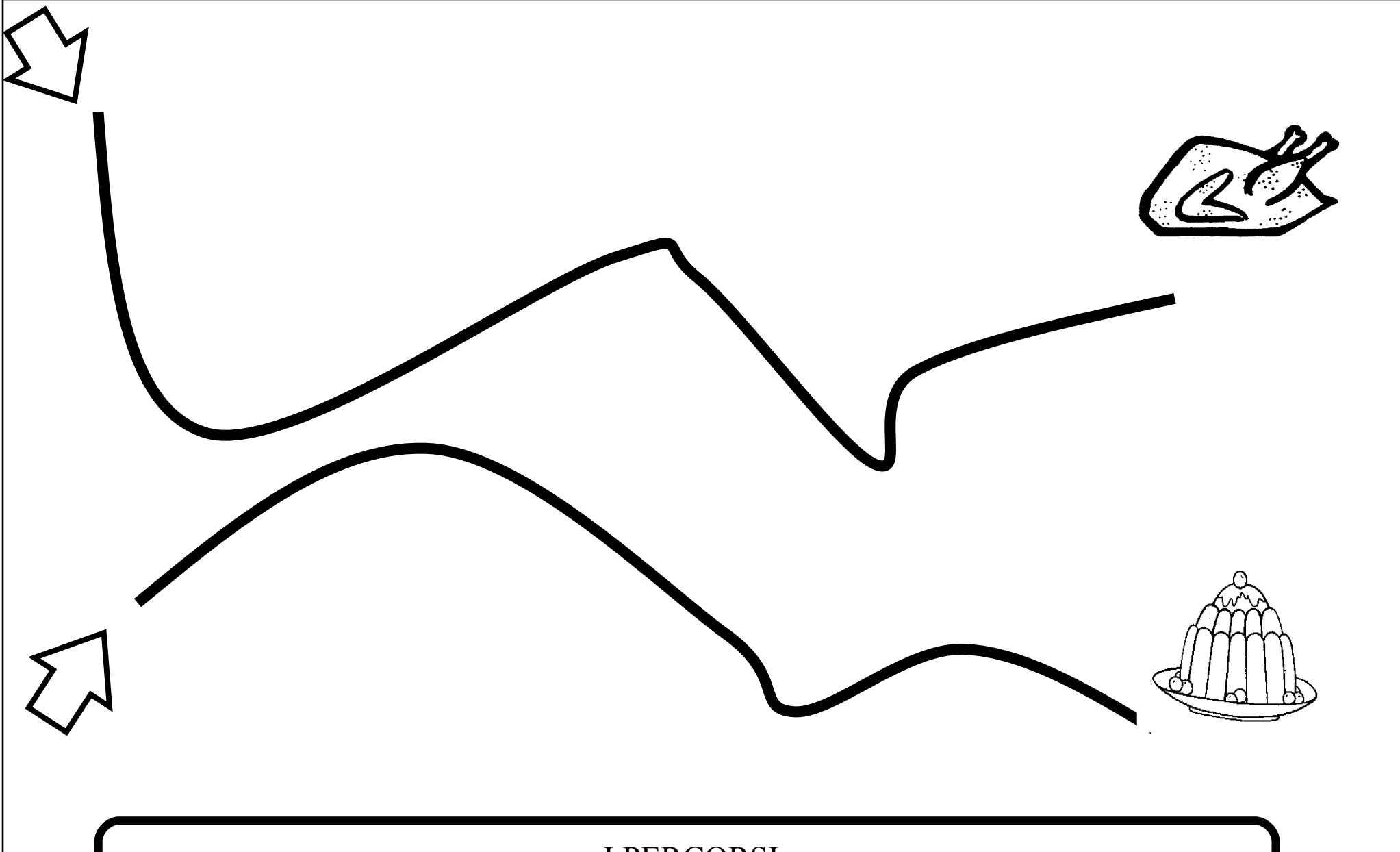
## I PERCORSI

Far seguire con il dito ogni percorso.



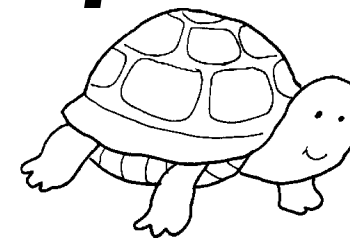
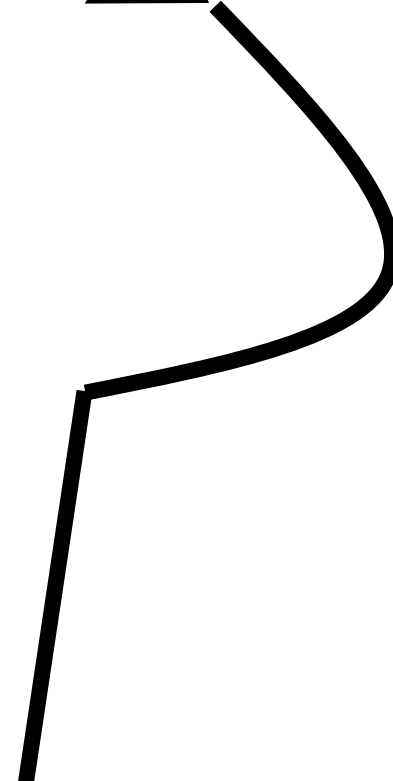
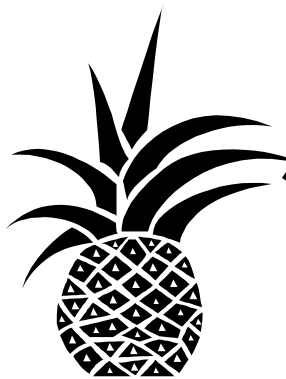
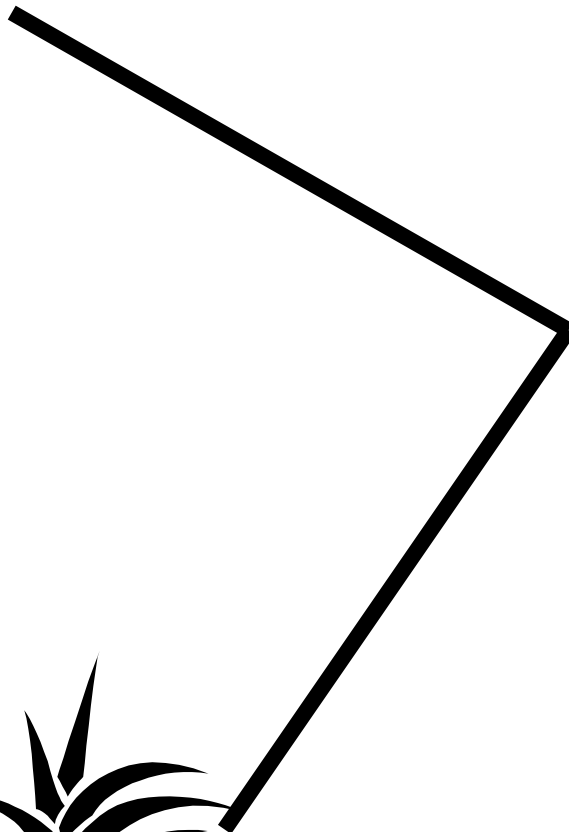
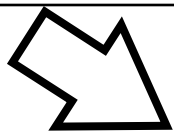
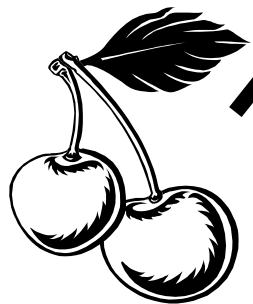
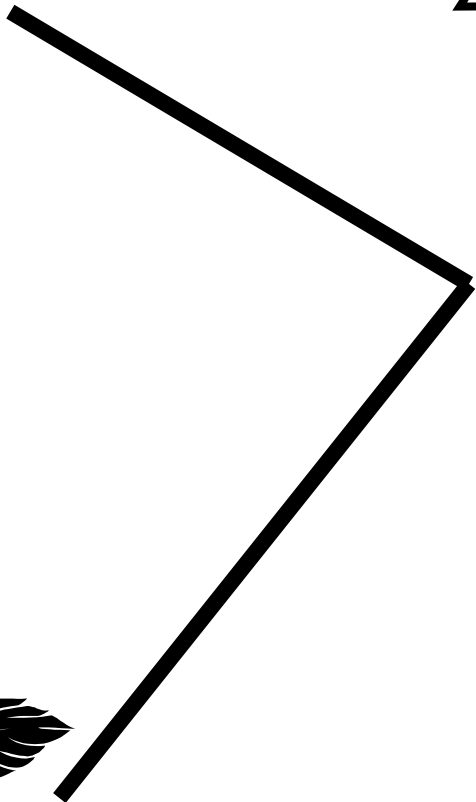
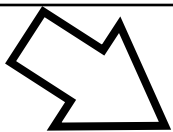
## I PERCORSI

Far seguire con il dito ogni percorso.



### I PERCORSI

Far seguire con il dito ogni percorso.

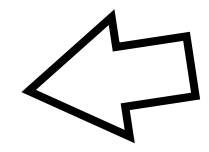
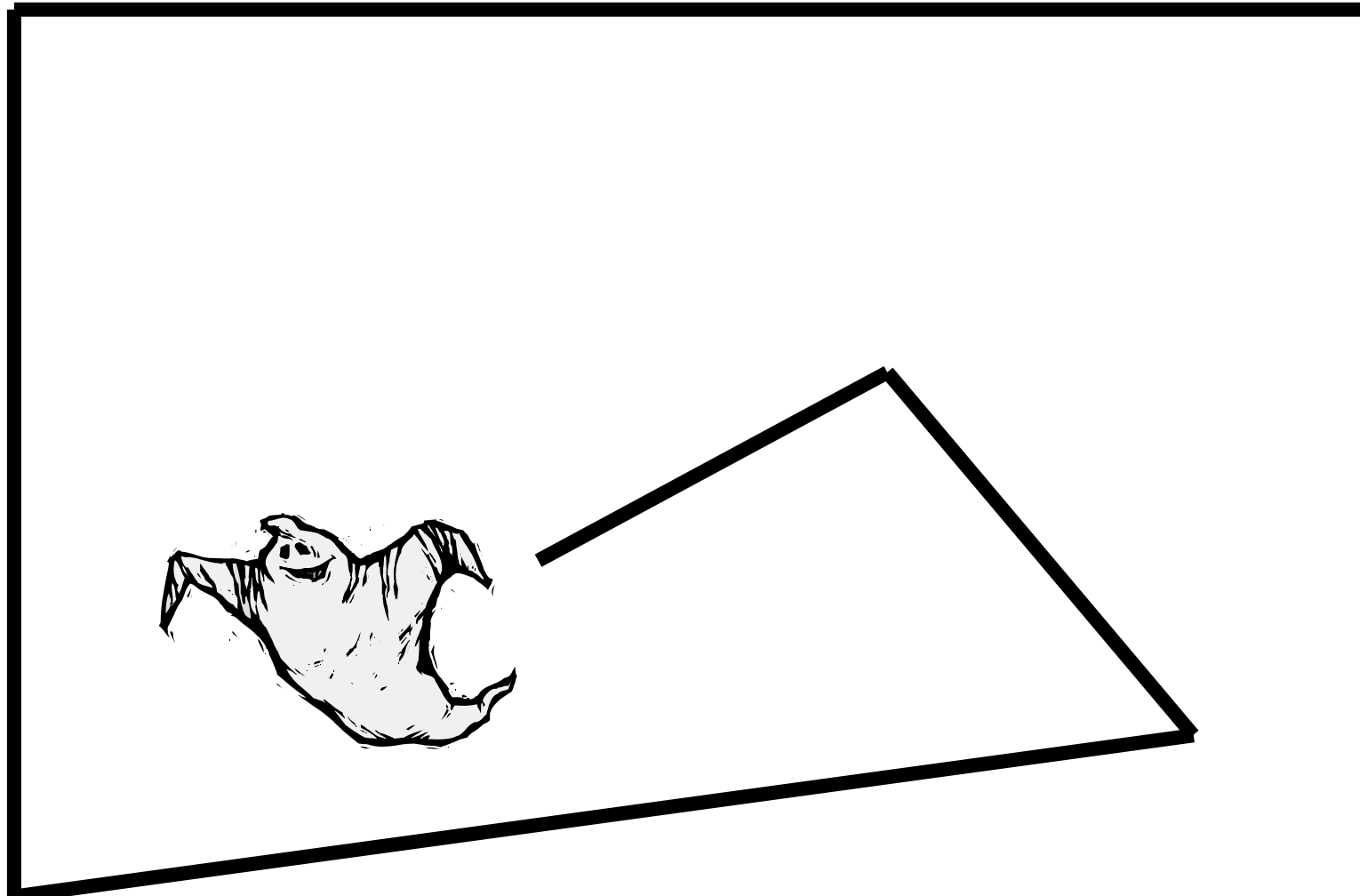


## I PERCORSI

Far seguire con il dito ogni percorso.

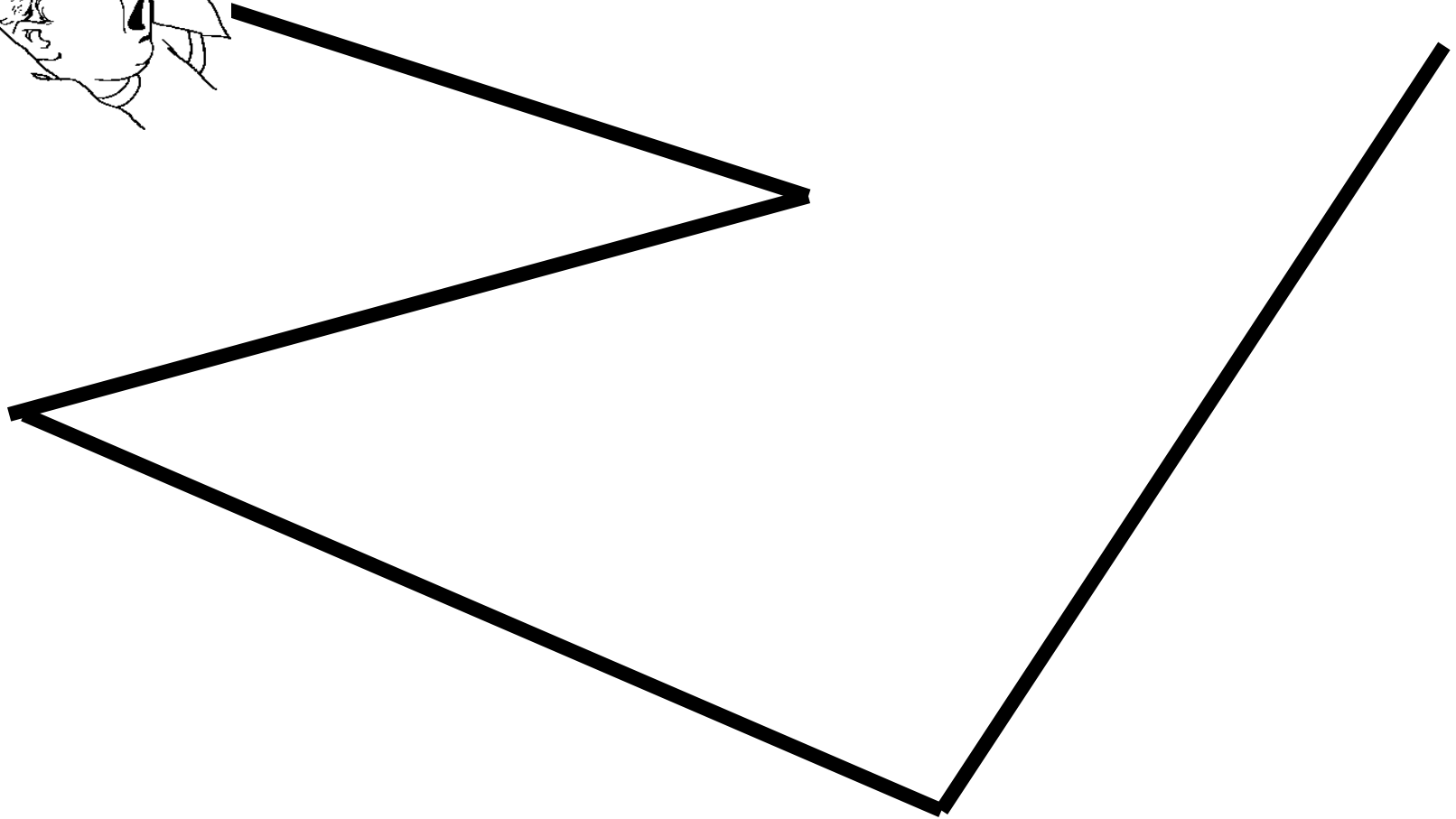
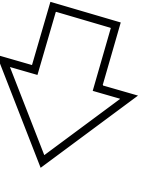






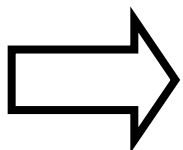
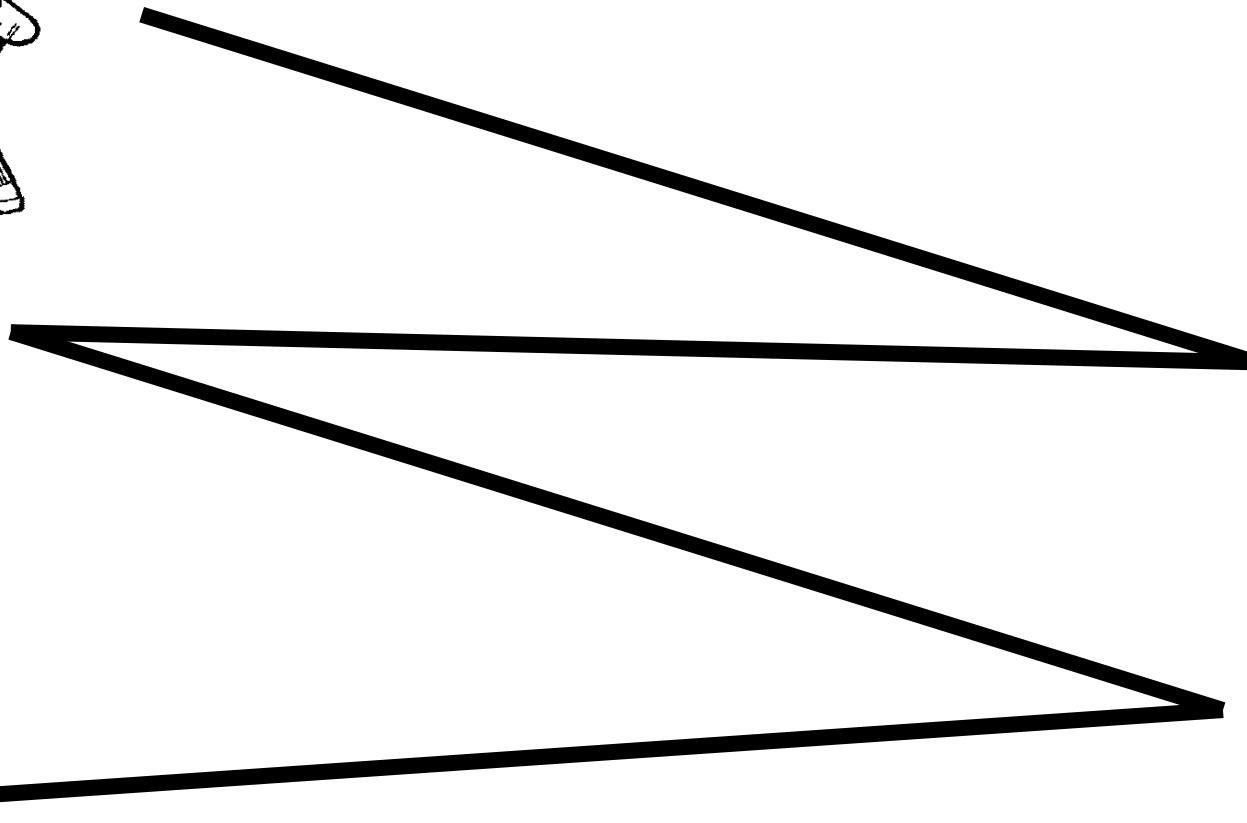
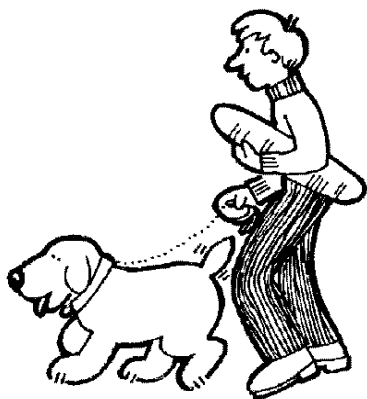
## I PERCORSI

Far seguire con il dito ogni percorso.



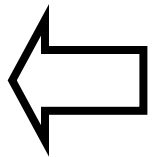
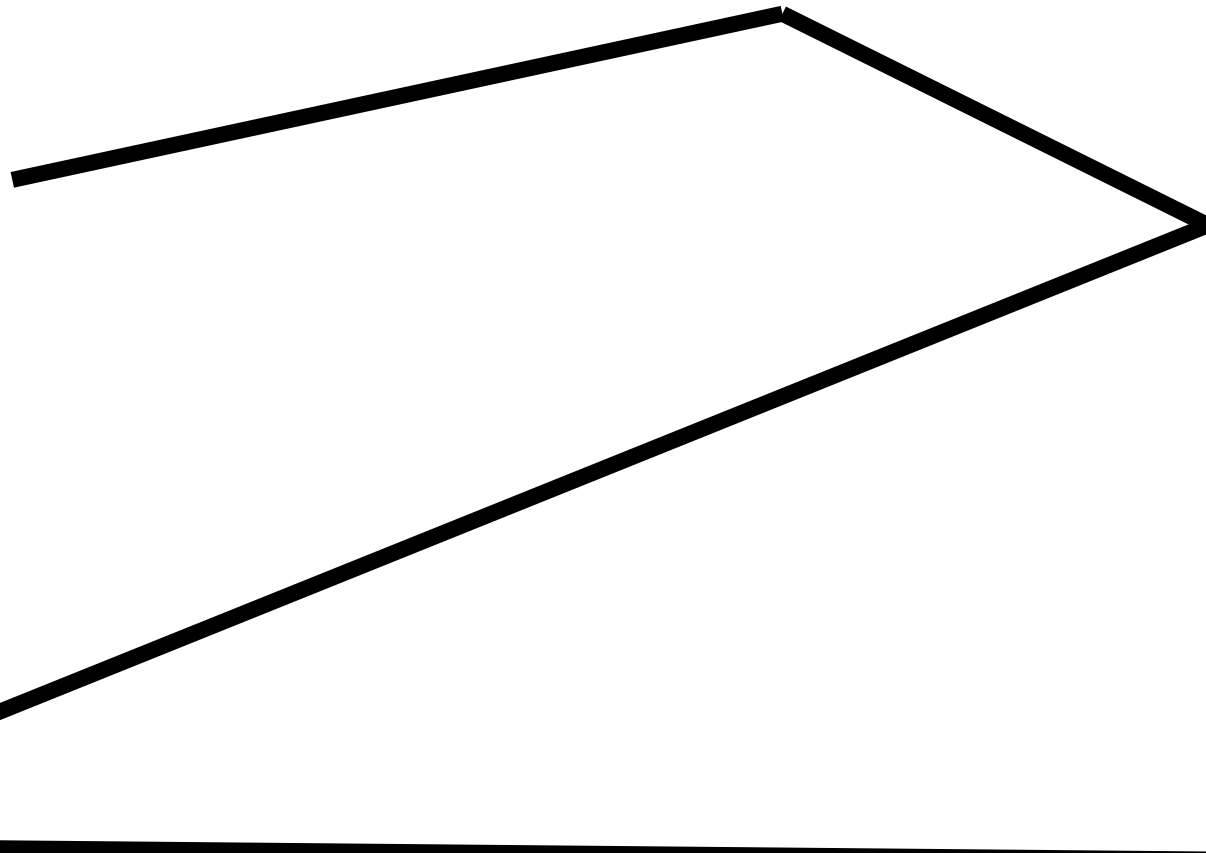
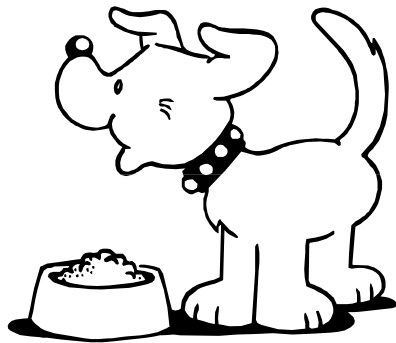
## I PERCORSI

Far seguire con il dito ogni percorso.



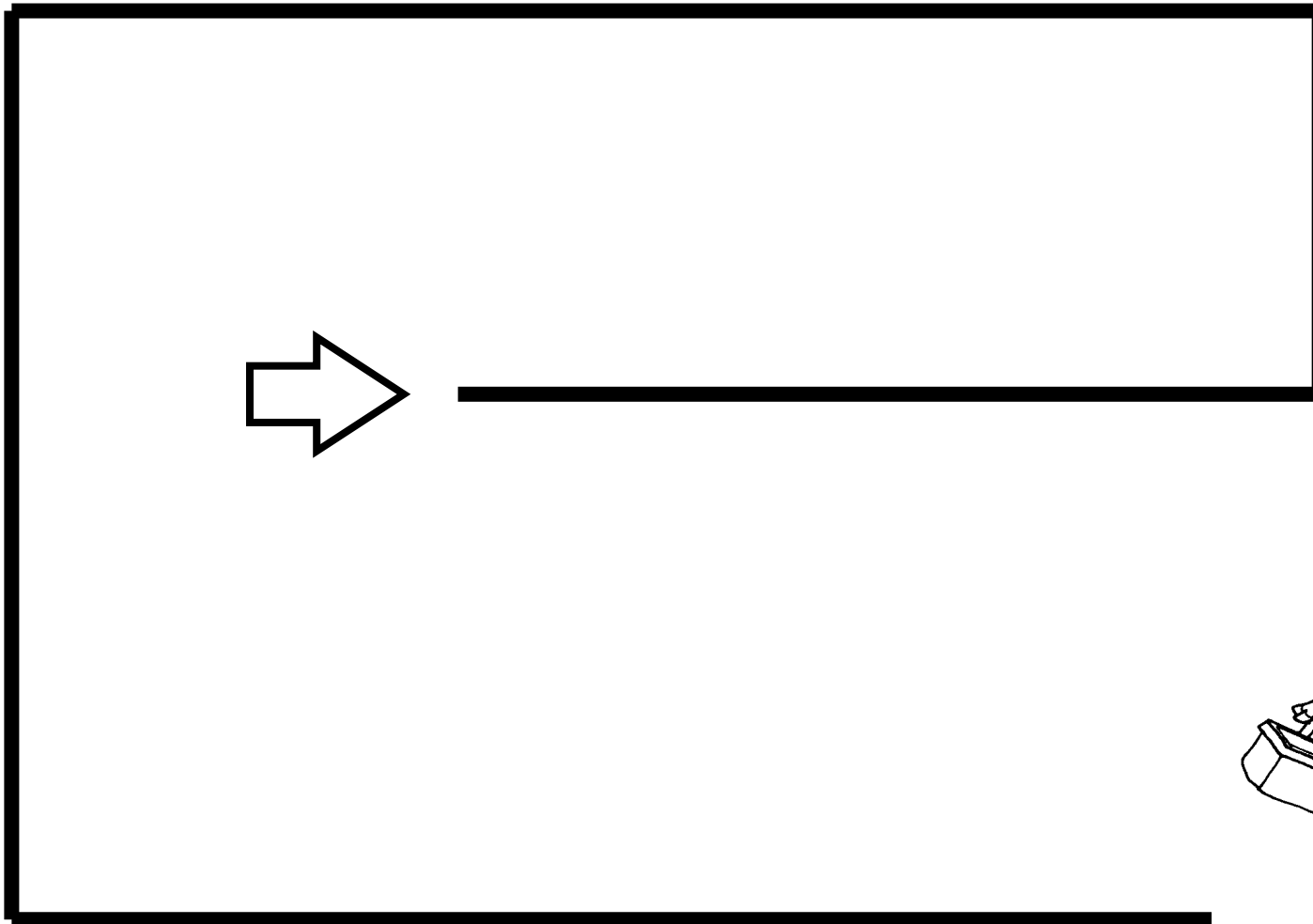
## I PERCORSI

Far seguire con il dito ogni percorso.



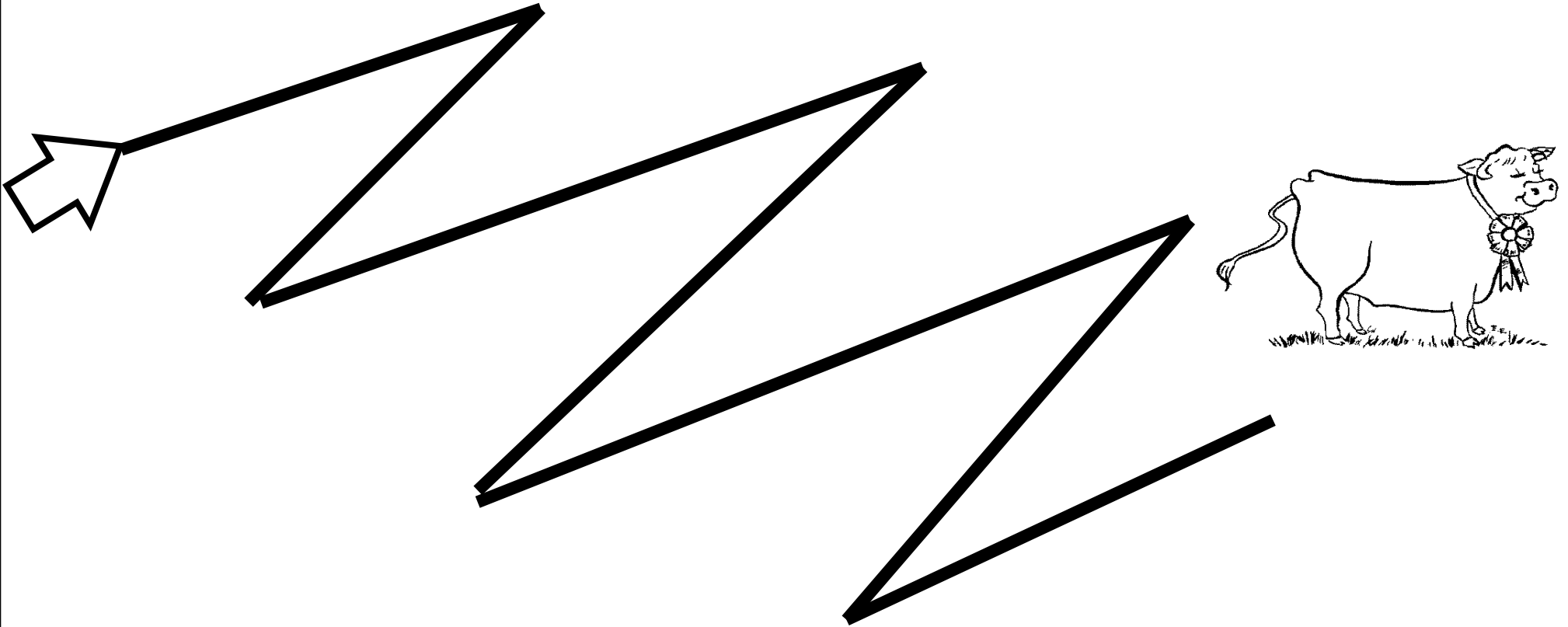
## I PERCORSI

Far seguire con il dito ogni percorso.



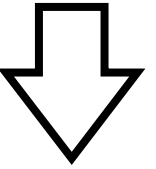
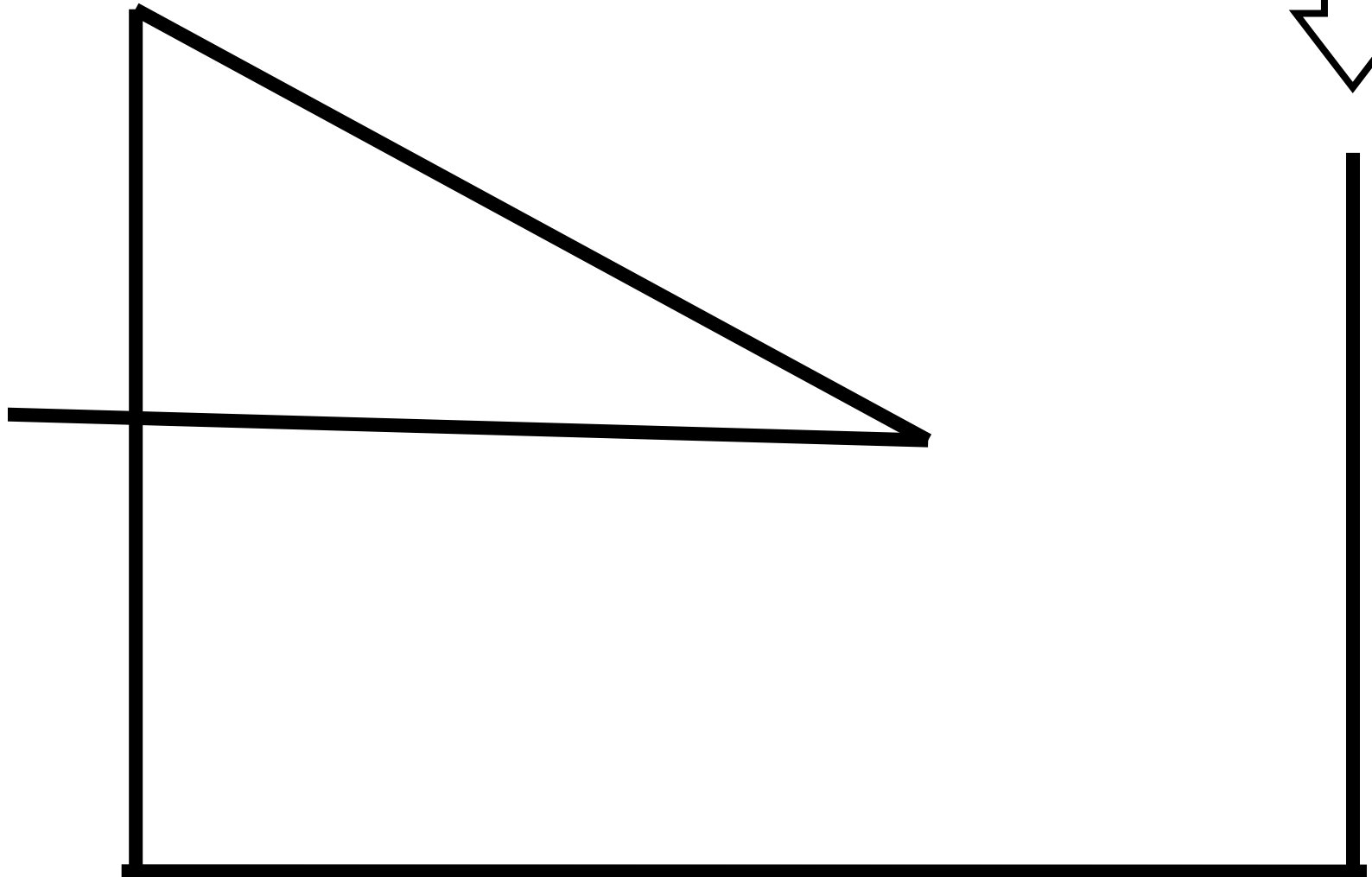
## I PERCORSI

Far seguire con il dito ogni percorso.



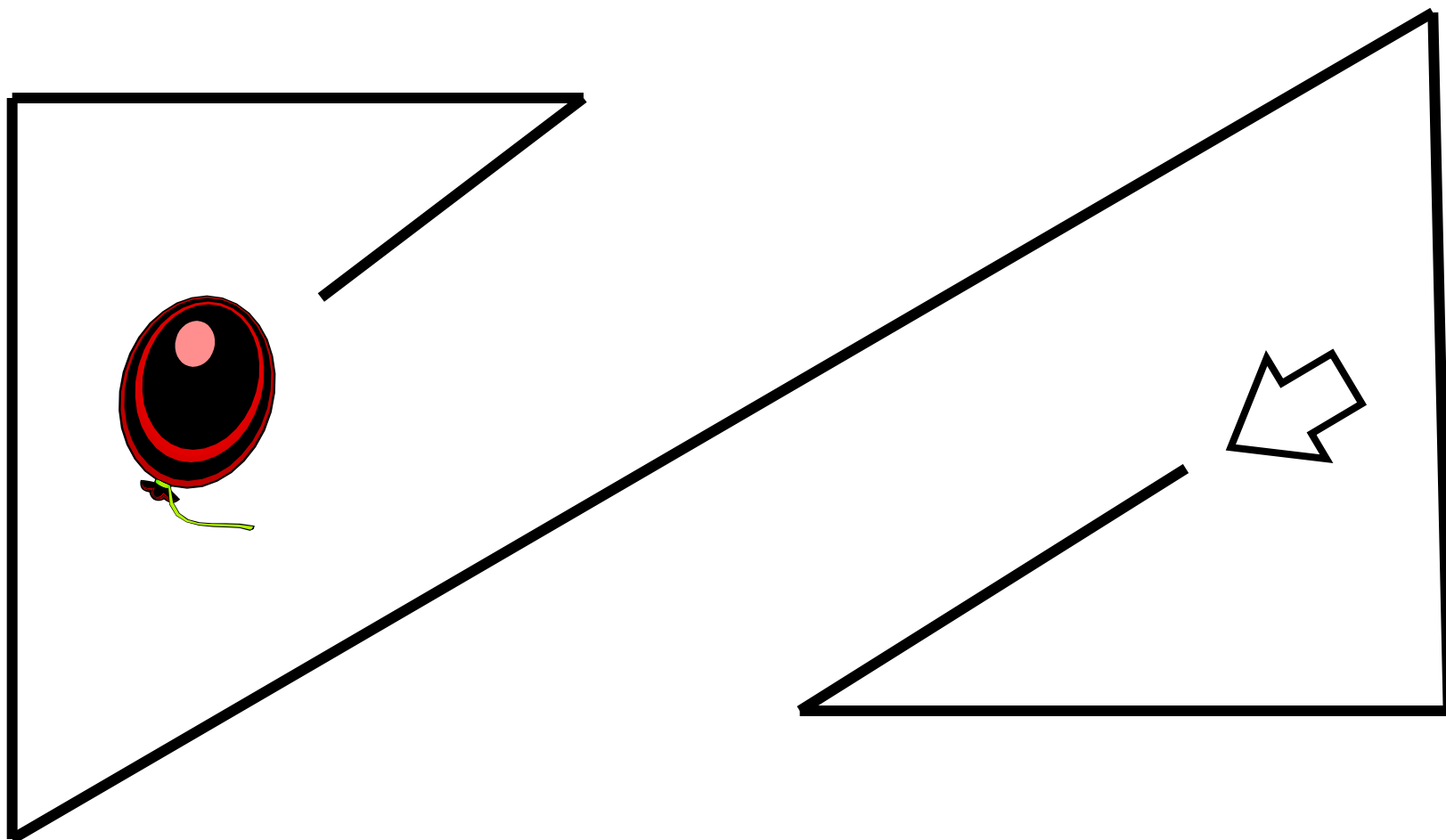
## I PERCORSI

Far seguire con il dito ogni percorso.



## I PERCORSI

Far seguire con il dito ogni percorso.



## I PERCORSI

Far seguire con il dito ogni percorso.



# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

## *LE TRAIETTORIE*

## LE TRAIETTORIE

Nelle traiettorie, a differenza che nei labirinti e nei percorsi, non esiste una strada già tracciata o delimitata da seguire. Questa via bisognerà immaginarla, pensarla, costruirla mentalmente osservando la direzione delle frecce o dei proiettili. La "direzione" parte dall'arco e, seguendo i vari elementi, arriva al bersaglio.

In questo caso quindi, più che nelle altre schede, vengono ad essere stimolati i centri corticali superiori.

**Obiettivi:** Orientamento nello spazio- coordinazione occhio -mano, pregrafismo.

### UTILIZZAZIONE

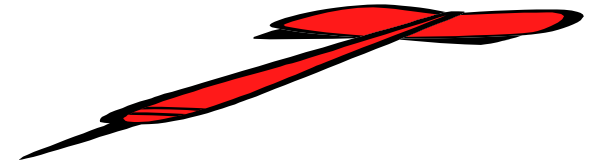
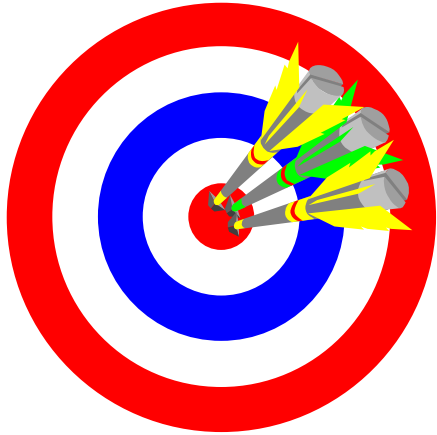
Il percorso va effettuato con il dito partendo dall'arco per finire al bersaglio, dopo aver toccato eventualmente altri elementi.

### VERBALIZZAZIONE

Anche in questo caso, come in tutte le schede in cui sono presenti concetti spaziali, la verbalizzazione dovrà essere costruita progressivamente dall'educatore, anche in tempi diversi.

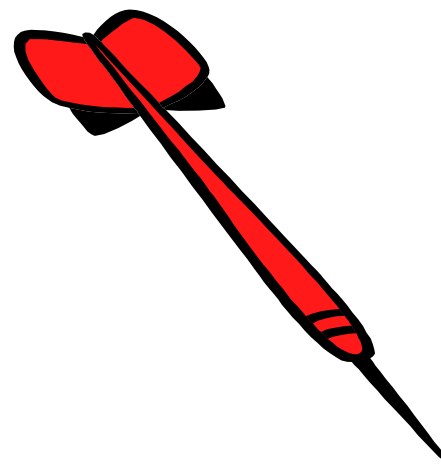
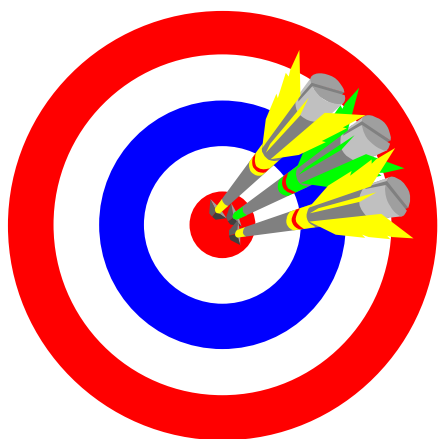
### ETA' MENTALE DI RIFERIMENTO

Tre anni.



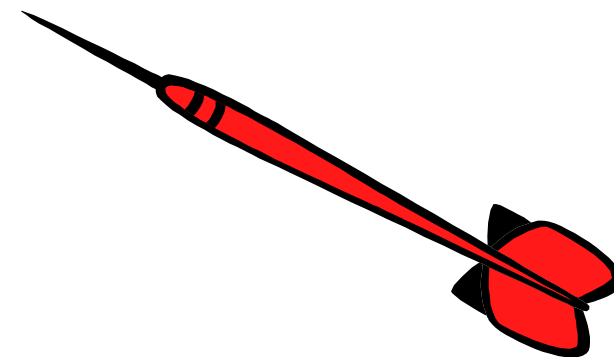
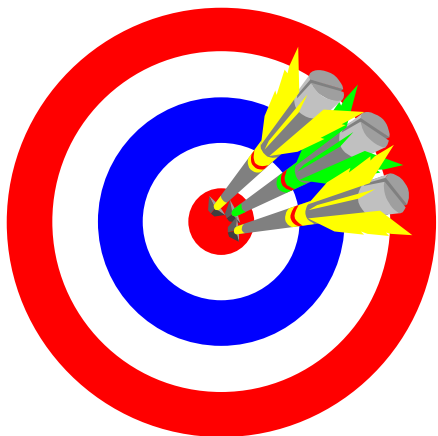
## LE TRAIETTORIE

Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.



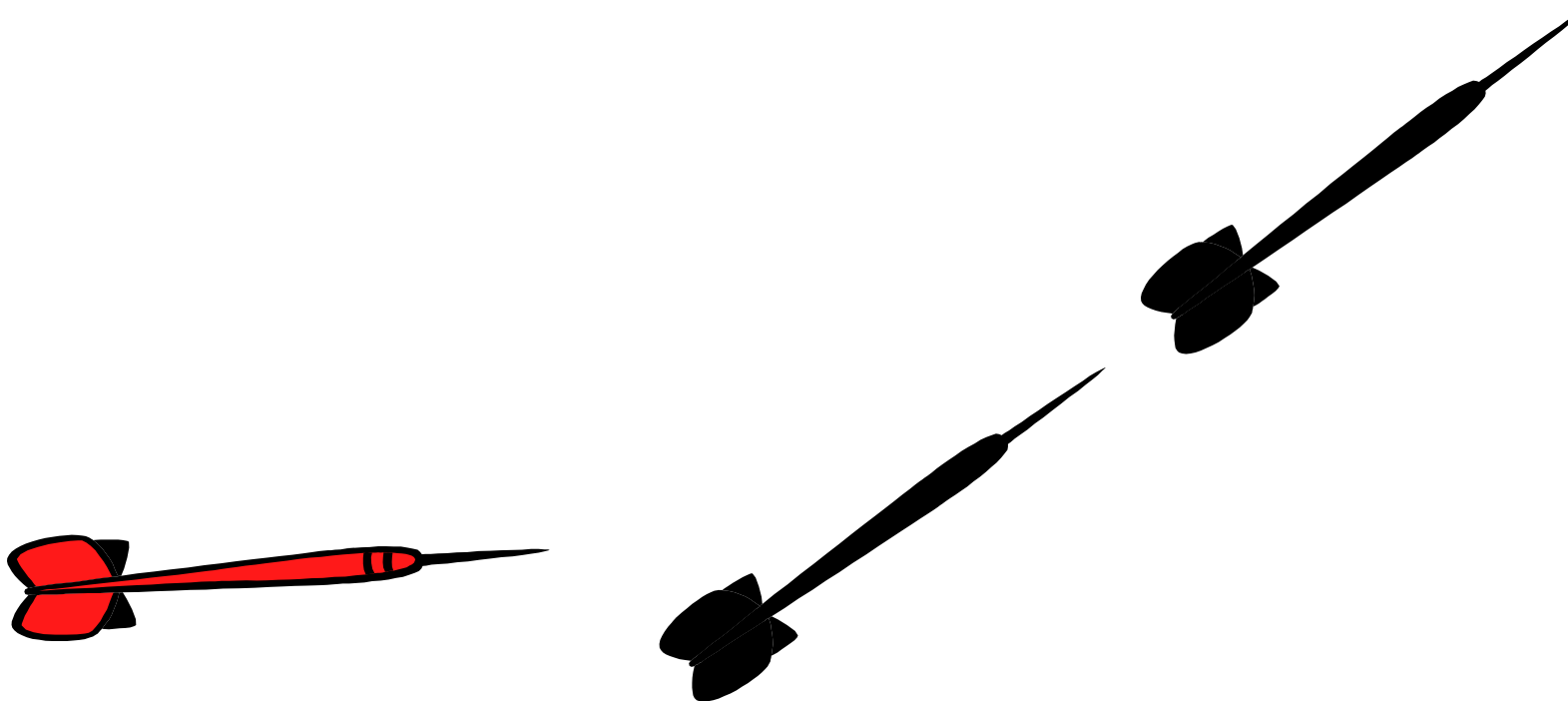
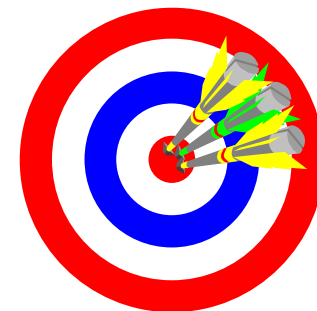
## LE TRAIETTORIE

Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.



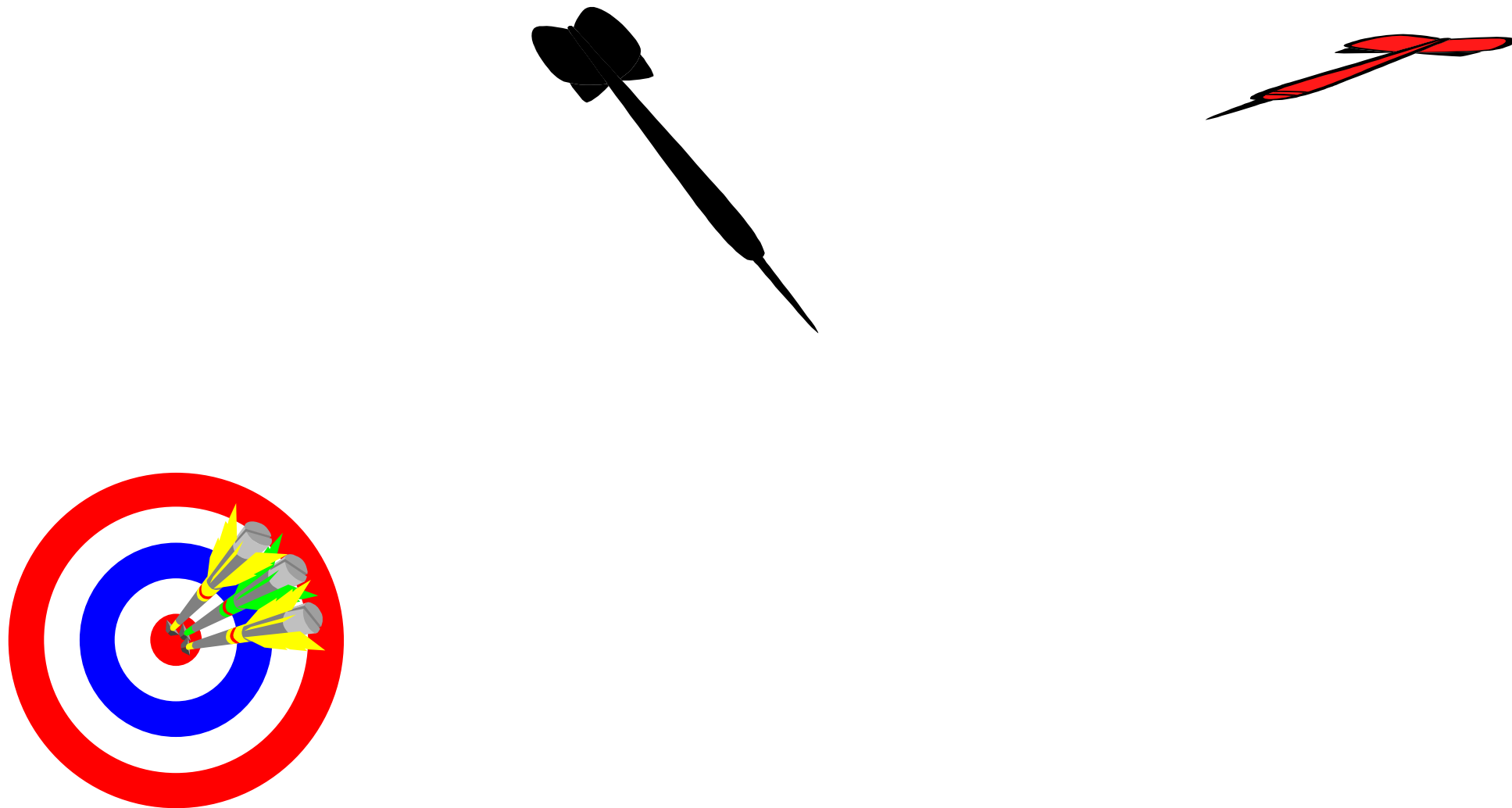
## LE TRAIETTORIE

Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.



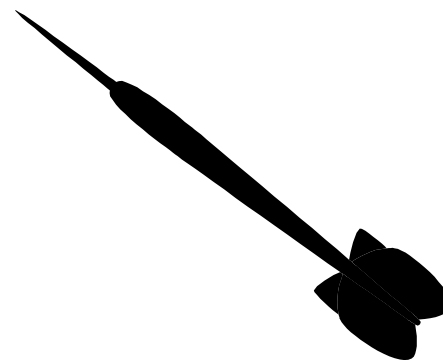
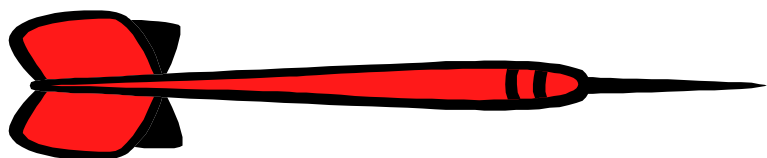
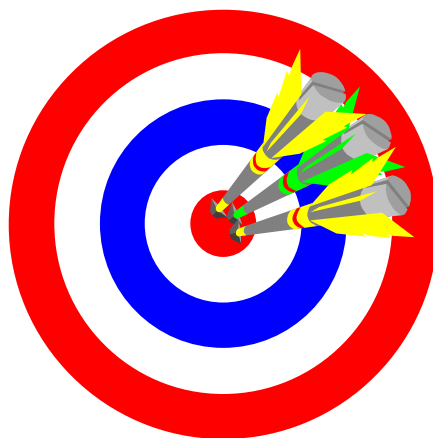
## LE TRAIETTORIE

Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.



## LE TRAIETTORIE

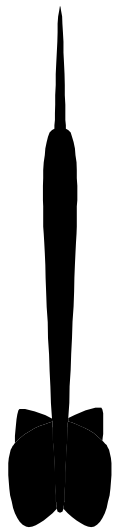
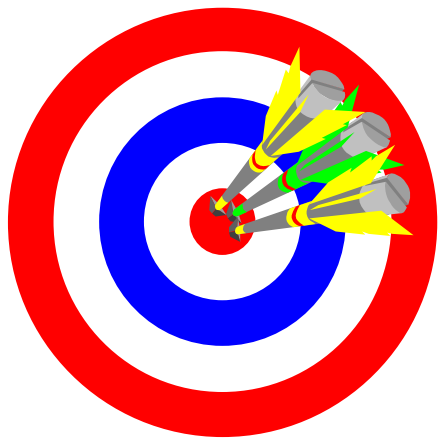
Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.



## LE TRAIETTORIE

Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.





## LE TRAIETTORIE

Partendo dal proiettile punteggiato, effettuare con il dito il percorso fino ad arrivare al bersaglio, toccando eventualmente gli altri proiettili.