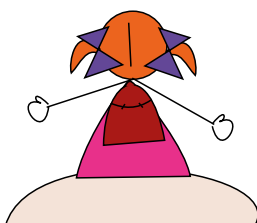
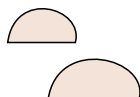
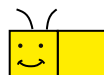
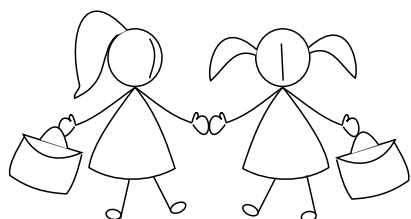
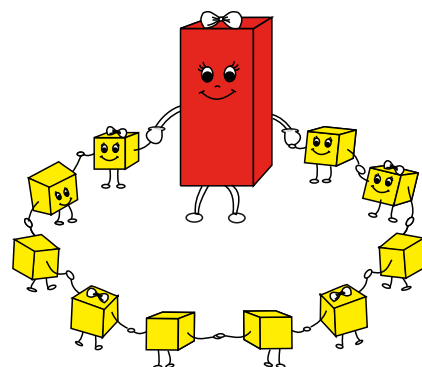
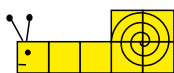
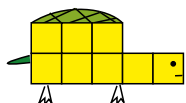
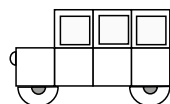
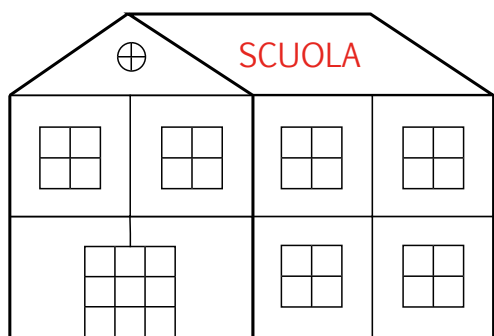
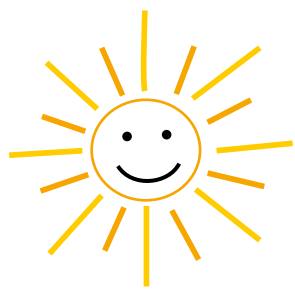


La Matematica

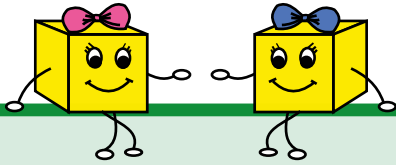
con il Contafacile

Impariamo giocando



A cura
dell'insegnante Liliana Del Papa e della prof.ssa Maria Pia Saitta

classe 1^a



Care colleghe,

questo quaderno nasce dal desiderio di condividere con voi un'esperienza che ci ha entusiasmato, sia per il modo piacevole di lavorare che per gli ottimi risultati ottenuti: con lezioni "vestite di gioco" e i nostri piccoli come protagonisti, abbiamo scoperto insieme una matematica facile e divertente.

Abbiamo usato il sussidio "Contafacile" (www.contafacile.it), rigoroso modello del nostro sistema di numerazione. Nella prima classe sono state sufficienti due scatoline-decine con 20 cubetti-unità per ciascun bambino per avere sempre a disposizione il materiale adatto ad effettuare le varie esperienze.

Con i cubetti del "Contafacile" i numeri hanno preso vita, diventando dei personaggi: il sette è diventato una lumaca, l'otto una tartaruga, poi si è formata la famiglia dei bruchini..., anche la "decina", con le sue dieci unità si è concretizzata diventando un "condominio", una "macchina piena"...

Il percorso didattico realizzato è ricco e pratico e ogni obiettivo programmato è stato raggiunto partendo da attività di gioco studiate appositamente, ben sapendo come i bambini attraverso il gioco siano motivati ad affrontare e risolvere situazioni matematiche, quindi ad apprendere piacevolmente.

Le attività proposte seguono un percorso preciso ed ordinato, sperimentato in diverse classi della Scuola Primaria che usano il "Contafacile" da anni, ma lasciano comunque molta libertà di utilizzo e di personalizzazione.

Con questo quaderno vogliamo invitare, incoraggiare e sostenere anche voi nel "fare attività matematiche" affinché i bambini possano vivere quelle esperienze necessarie a comprendere il perché delle operazioni e dei problemi e favorire il formarsi dei concetti.

Abbiamo inserito alla fine del testo l'"indice per obiettivi ed attività" che potrà aiutarvi a programmare il vostro lavoro.

Le stesse attività descritte nell'indice, vengono riportate spesso in modo sintetico anche in fondo ad ogni pagina-scheda.

Ci teniamo a sottolineare che le registrazioni nel quaderno o nella scheda devono essere momenti di verifica, non punti di partenza, ma soltanto punti di arrivo.

Vi auguriamo buon lavoro con passione

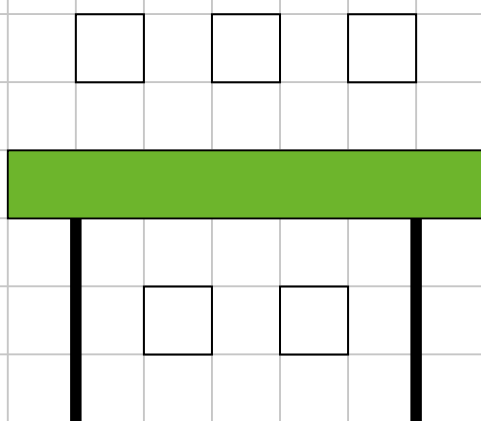
le autrici
Liliana e Maria Pia

SOPRA-SOTTO

COLORA I CUBETTI:

SOPRA IL BANCO 

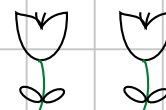
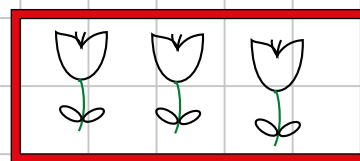
SOTTO IL BANCO 



DENTRO-FUORI

COLORA I FIORI

DENTRO LA SCATOLINA

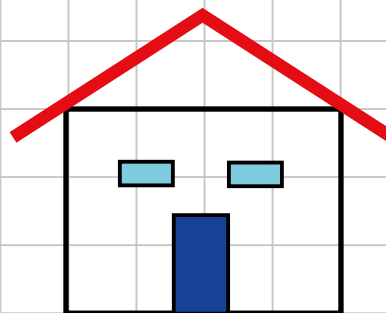


PICCOLO-GRANDE

DISEGNA UNA CASA
PIÙ GRANDE:



DISEGNA UNA CASA
PIÙ PICCOLA:



Attività 1: l'insegnante chiede di mettere un cubetto **sopra** o **sotto** oggetti presenti in aula, **dentro** o **fuori** della scatola, della tasca, dell'astuccio.
Attività 2: i bambini costruiscono con i cubetti case di varia grandezza e le confrontano.

ALTO - BASSO

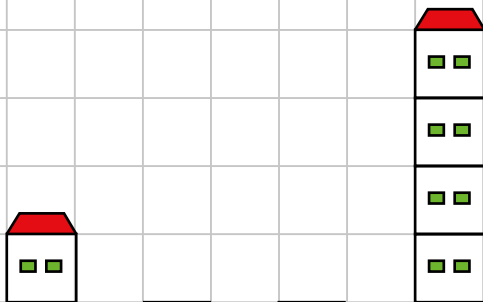
DISEGNA UN PALAZZO
PIÙ ALTO



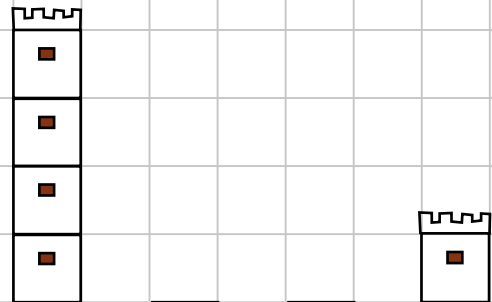
DISEGNA UNA TORRE
PIÙ BASSA



DISEGNA UNA CASA
SEMPRE PIÙ ALTA



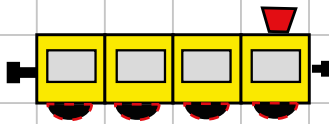
DISEGNA UNA TORRE
SEMPRE PIÙ BASSA



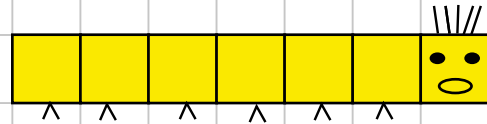
Attività: i bambini costruiscono con i cubetti torri o palazzi di varia altezza e li confrontano, poi li pongono in maniera crescente o decrescente.

CORTO - LUNGO

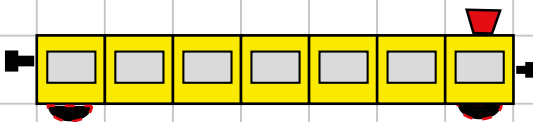
DISEGNA UN TRENO
PIÙ LUNGO



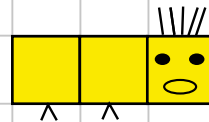
DISEGNA UN BRUCO
PIÙ CORTO



DISEGNA UN TRENO
SEMPRE PIÙ CORTO



DISEGNA UN BRUCO
SEMPRE PIÙ LUNGO



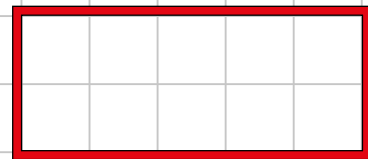
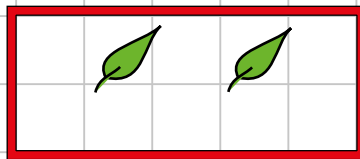
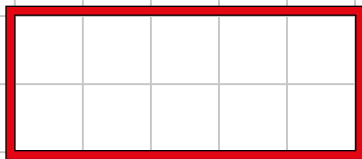
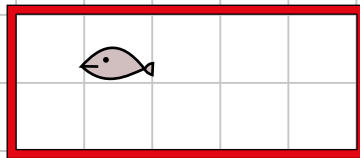
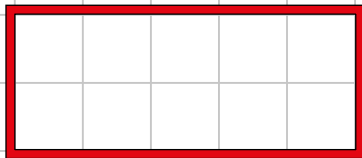
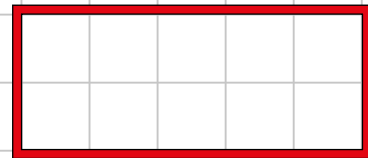
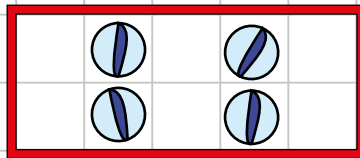
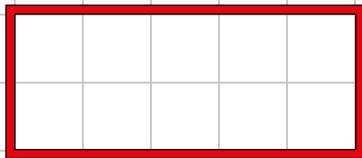
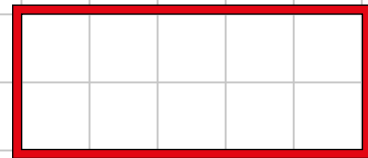
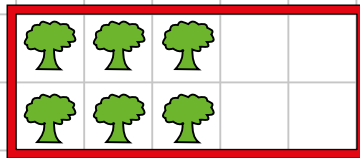
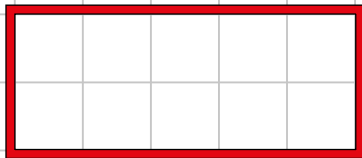
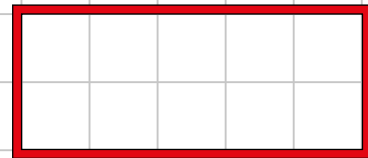
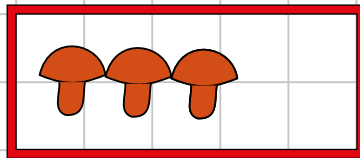
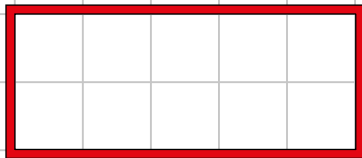
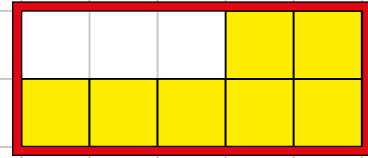
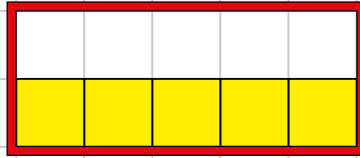
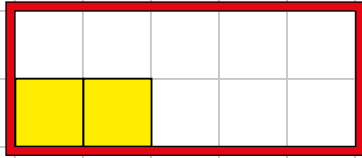
Attività: i bambini costruiscono con i cubetti trenini o bruchi di varia lunghezza e li confrontano, poi li mettono in ordine crescente o decrescente.

DI MENO - DI PIÙ

COMPLETA:

DI MENO

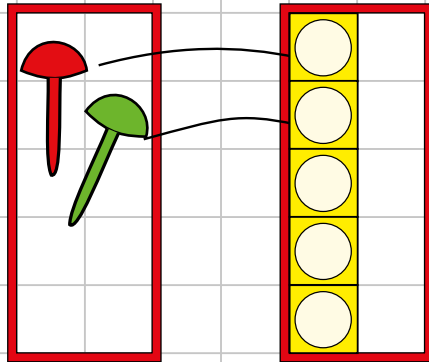
DI PIÙ



Attività: i bambini mettono materiale vario nelle scatoline e quando l'insegnante chiede "di più" o "di meno" devono aggiungere o togliere elementi.

DI MENO - DI PIÙ

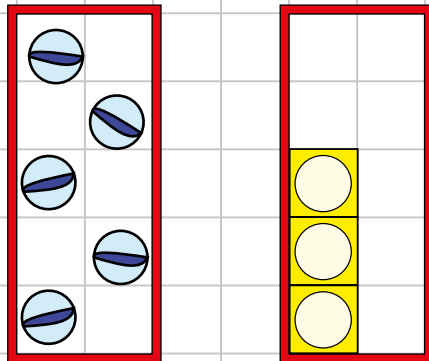
CONFRONTA E DISEGNA LA RISPOSTA



SONO DI PIÙ

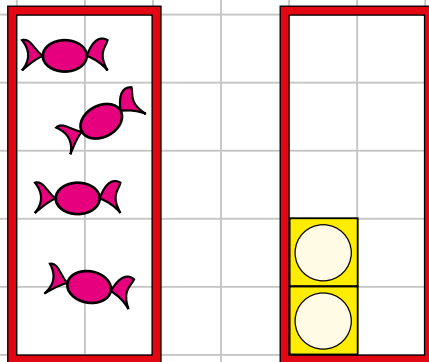


SONO DI MENO



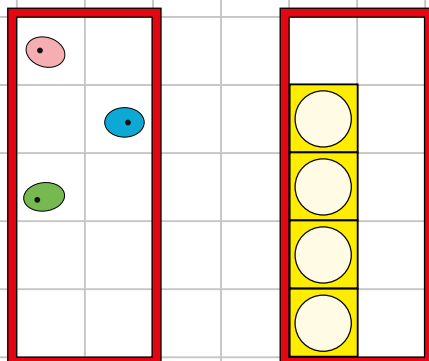
SONO DI PIÙ

SONO DI MENO



SONO DI PIÙ

SONO DI MENO



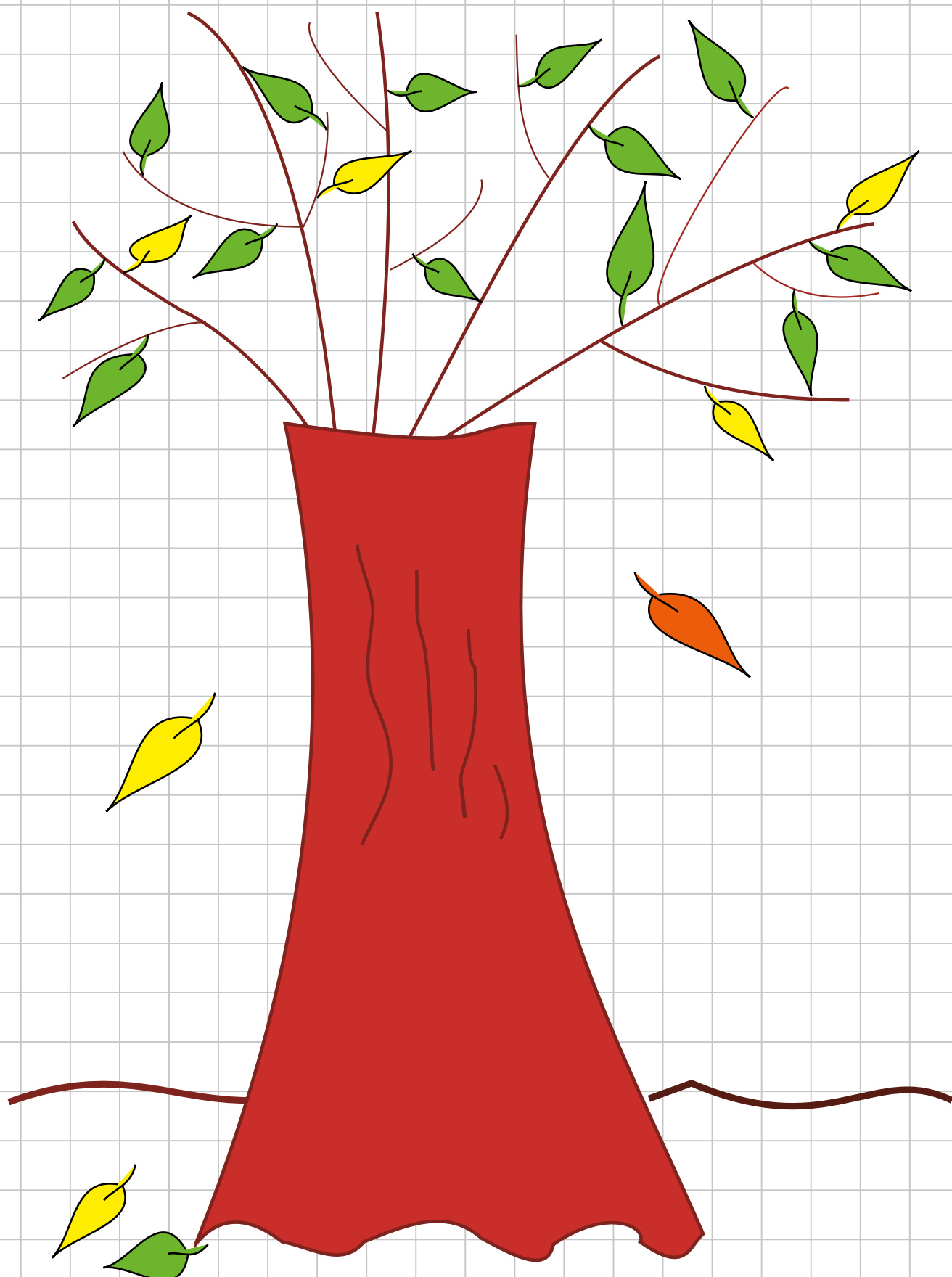
SONO DI PIÙ

SONO DI MENO

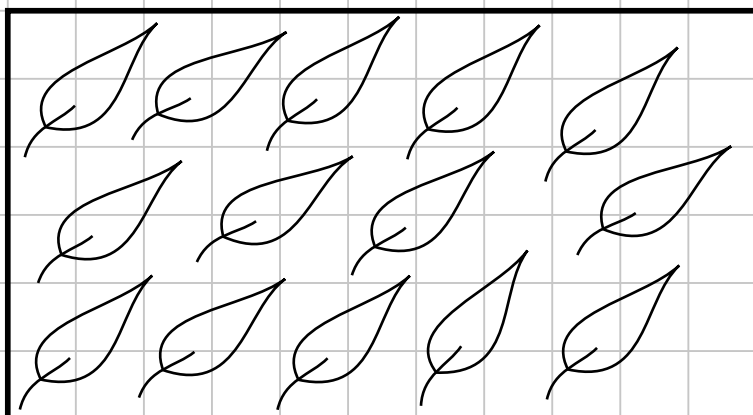
Attività: i bambini mettono materiale vario nelle scatoline, le confrontano e devono dire quale contiene più o meno oggetti.

È AUTUNNO!

RACCOGLIAMO LE FOGLIE



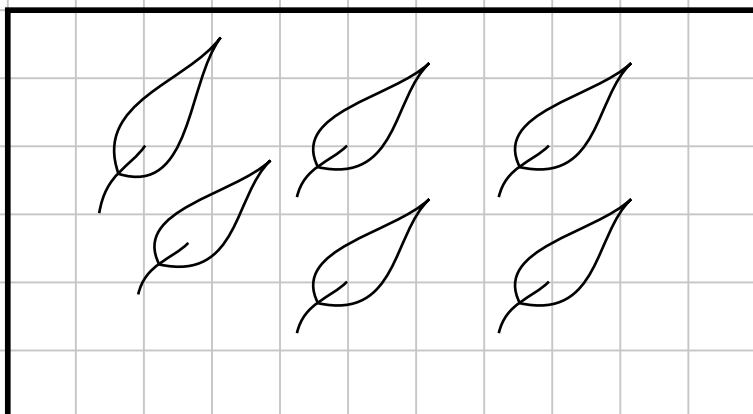
COLORA LE FOGLIE E CERCHIA LA PAROLA GIUSTA:



INSIEME 
FOGLIE VERDI

TANTE

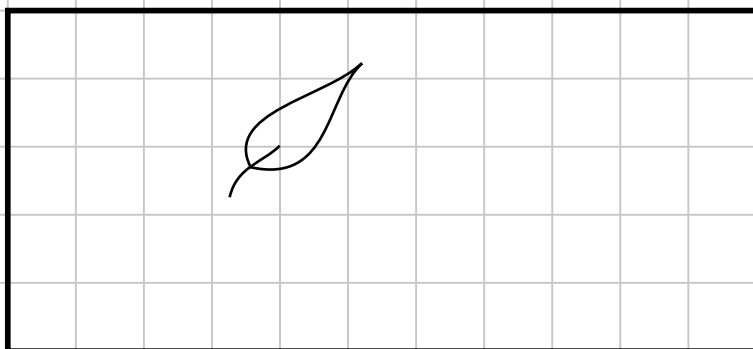
POCHE



INSIEME 
FOGLIE GIALLE

TANTE

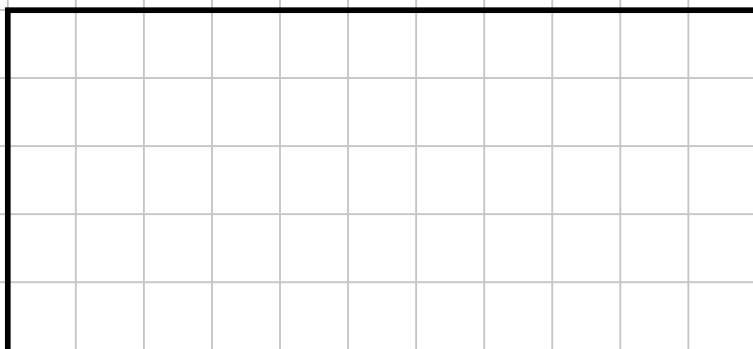
POCHE



INSIEME 
FOGLIE ARANCIO

UNA

NESSUNA



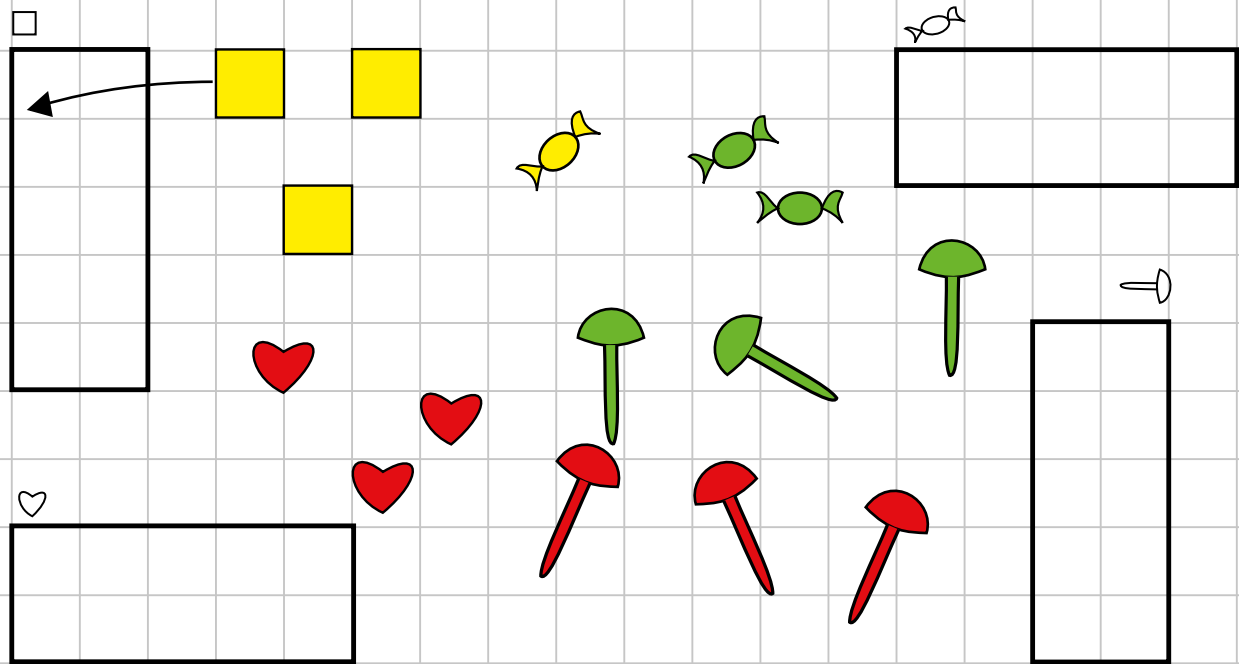
INSIEME 
FOGLIE AZZURRE

UNA

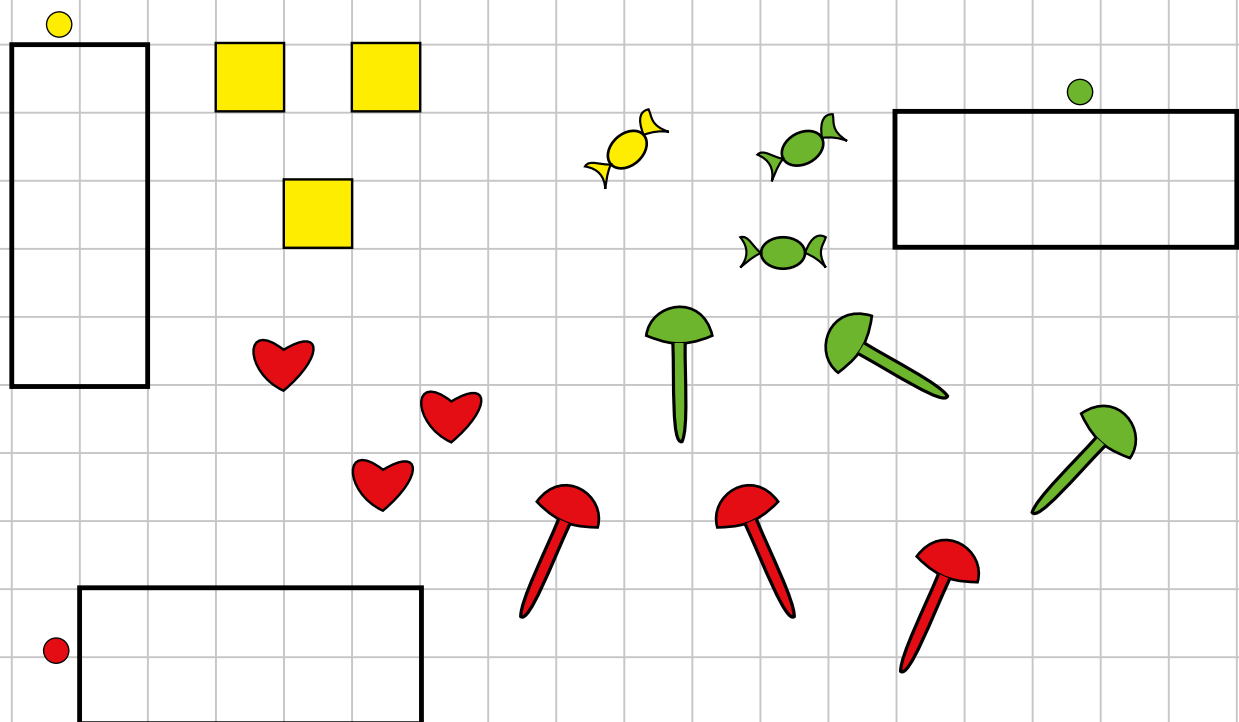
NESSUNA

Attività: raccogliere oggetti nell'ambiente circostante (foglie, sassolini, conchiglie...) e raggrupparli secondo una caratteristica comune. Uso dei termini *pochi, tanti, uno, nessuna*.

RAGGRUPPO PER FORMA



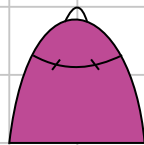
RAGGRUPPO PER COLORE



Attività: L'insegnante prepara materiale vario e i bambini devono raggruppare secondo la richiesta.

DISEGNA:

TANTI
ZAINI



POCHI
ZAINI



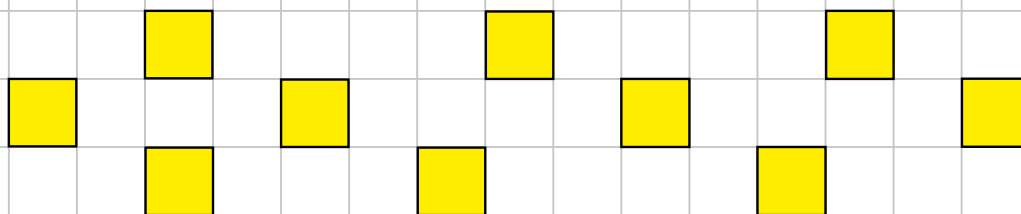
UNO
ZAINO



NESSUNO
ZAINO



UNO - TUTTI - QUALCHE - POCHI - MOLTI - NESSUNO - ALCUNI - TANTI - NIENTE



DISEGNA SEGUENDO LE INDICAZIONI:

UNO

NESSUNO

TUTTI

QUALCHE

POCHI

MOLTI

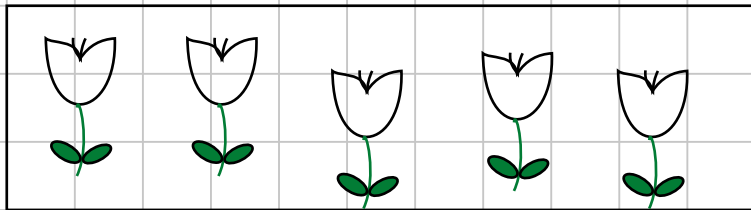
ALCUNI

TANTI

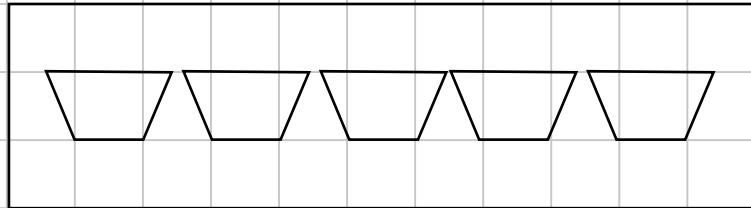
NIENTE

Attività: i bambini versano i cubetti di una scatola sul banco e mettono nella scatola i cubetti secondo le richieste dell'insegnante. (Fare notare che alcune risposte sono soggettive.)

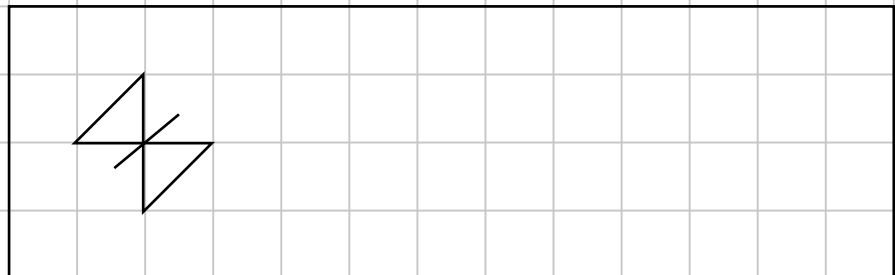
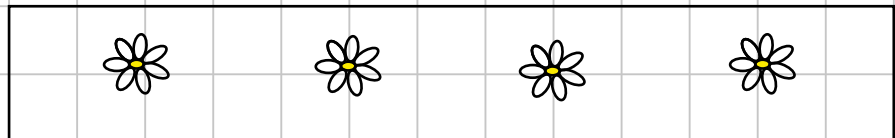
TANTI QUANTI



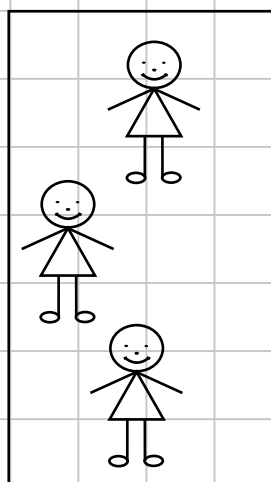
UNISCI OGNI FIORE
CON IL SUO VASO



DISEGNA
UNA FARFALLA
PER OGNI FIORE

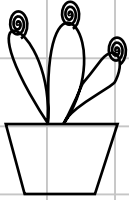


DISEGNA UN PALLONCINO
PER OGNI BAMBINO



Attività: Facciamo infilare le dita dei bimbi dentro i buchi dei cubetti di una scatola e notiamo che abbiamo un cubetto per ogni ditino: sono "tanti quanti". L'insegnante prepara scatoline con vario materiale e i bambini effettuano confronti diretti: possono mettere per esempio "un fiore per ogni vaso" usando cubetti e "chiodini".

DISEGNA **TANTI** OGGETTI **QUANTI** SONO I



TANTI ↔ QUANTI

COLORA TANTI QUADRATINI QUANTI SONO GLI OGGETTI:

A box containing four yellow flowers. Lines connect each flower to a square in a vertical column of four squares on the right. The bottom three squares in the column are shaded brown.

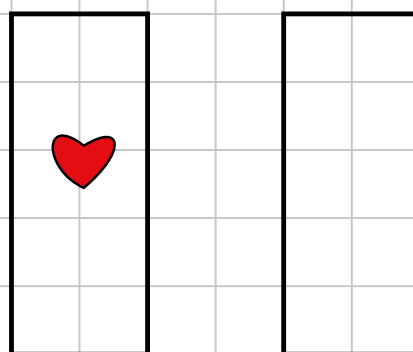
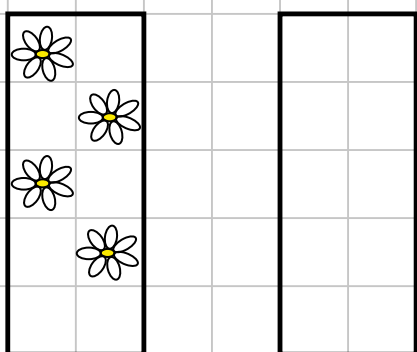
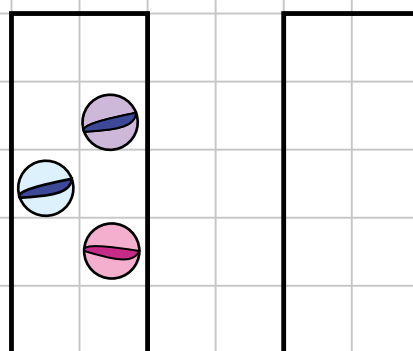
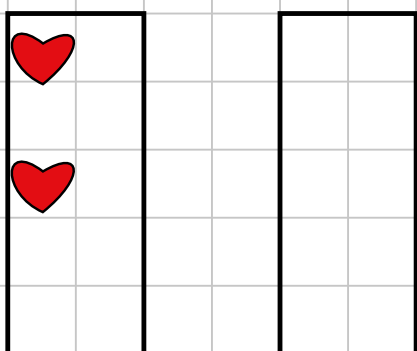
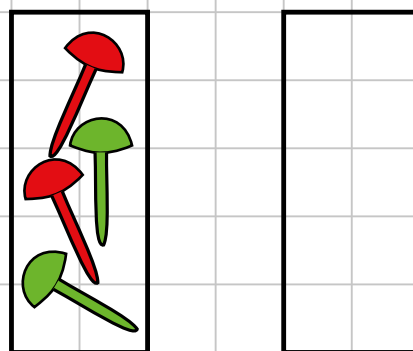
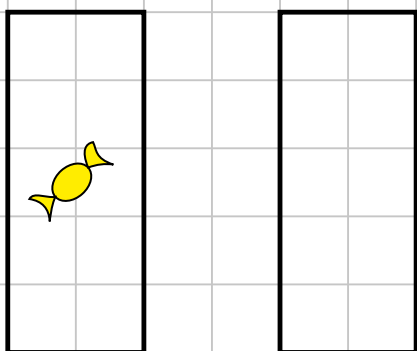
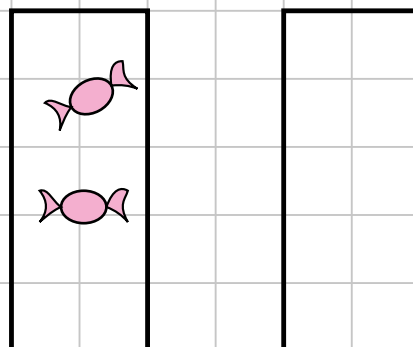
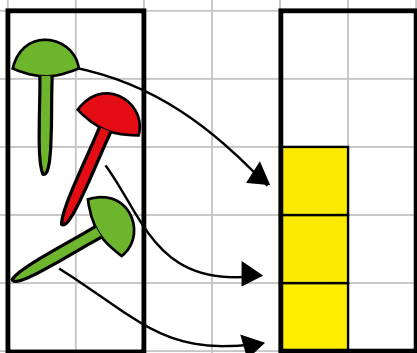
A box containing three simple line drawings of houses. To the right is a vertical column of five empty squares.

A box containing two identical geometric shapes, each consisting of two squares joined at a corner with a diagonal line. To the right is a vertical column of five empty squares.

A box containing five simple line drawings of balloons. To the right is a vertical column of five empty squares.

TANTI QUANTI

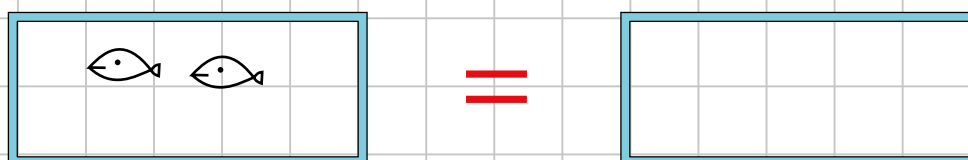
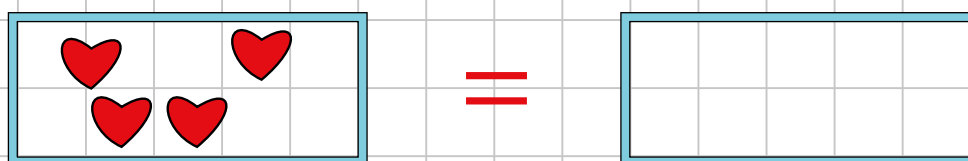
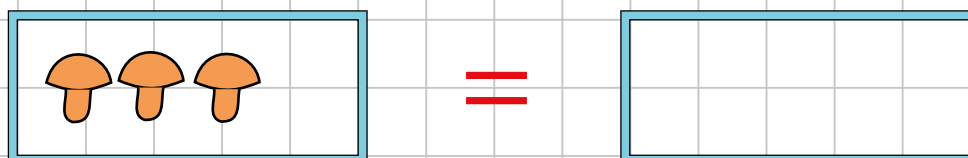
DISEGNA UN CUBETTO PER OGNI ELEMENTO:



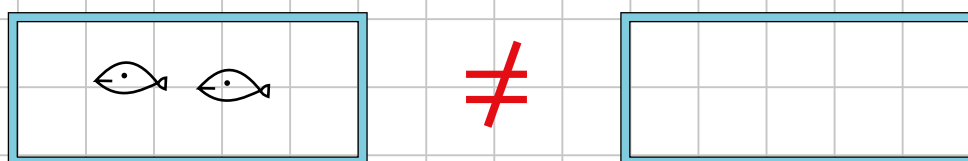
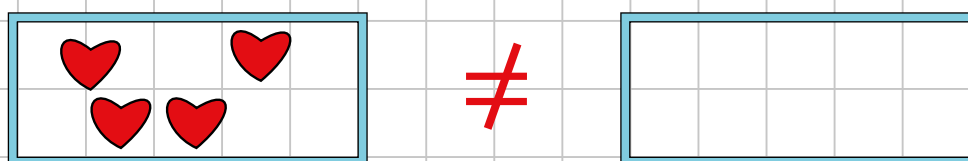
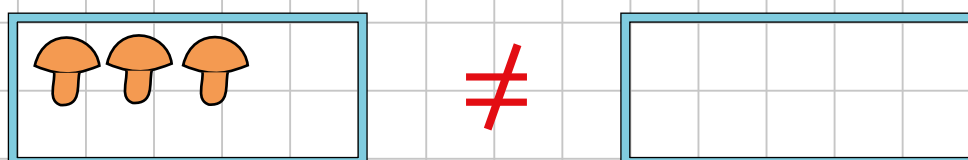
Attività: l'insegnante prepara materiale vario nelle scatoline e i bambini devono prendere un cubetto per ogni elemento.

UGUALE - DIVERSO

DISEGNA SCATOLINE UGUALI:

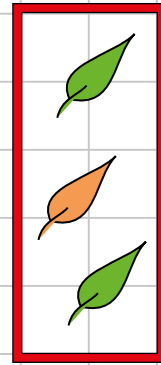
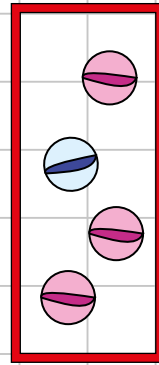
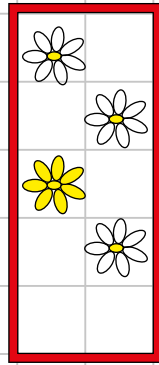
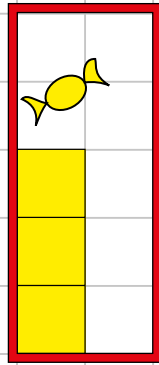
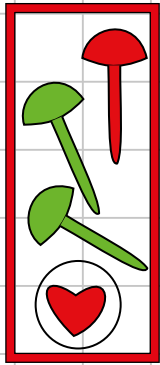


DISEGNA SCATOLINE DIVERSE:



Attività: l'insegnante prepara delle scatoline e i bambini devono farne uguali o diverse.

CERCHIA IN OGNI SCATOLINA L'ELEMENTO **DIVERSO**



CONFRONTIAMO DUE INSIEMI. GLI ELEMENTI HANNO **UGUALE** FORMA, **C** COLORE O **Q** QUANTITÀ?

		<input type="checkbox"/> F
		<input checked="" type="checkbox"/> C
		<input type="checkbox"/> Q

		<input type="checkbox"/> F
		<input type="checkbox"/> C
		<input type="checkbox"/> Q

		<input type="checkbox"/> F
		<input type="checkbox"/> C
		<input type="checkbox"/> Q

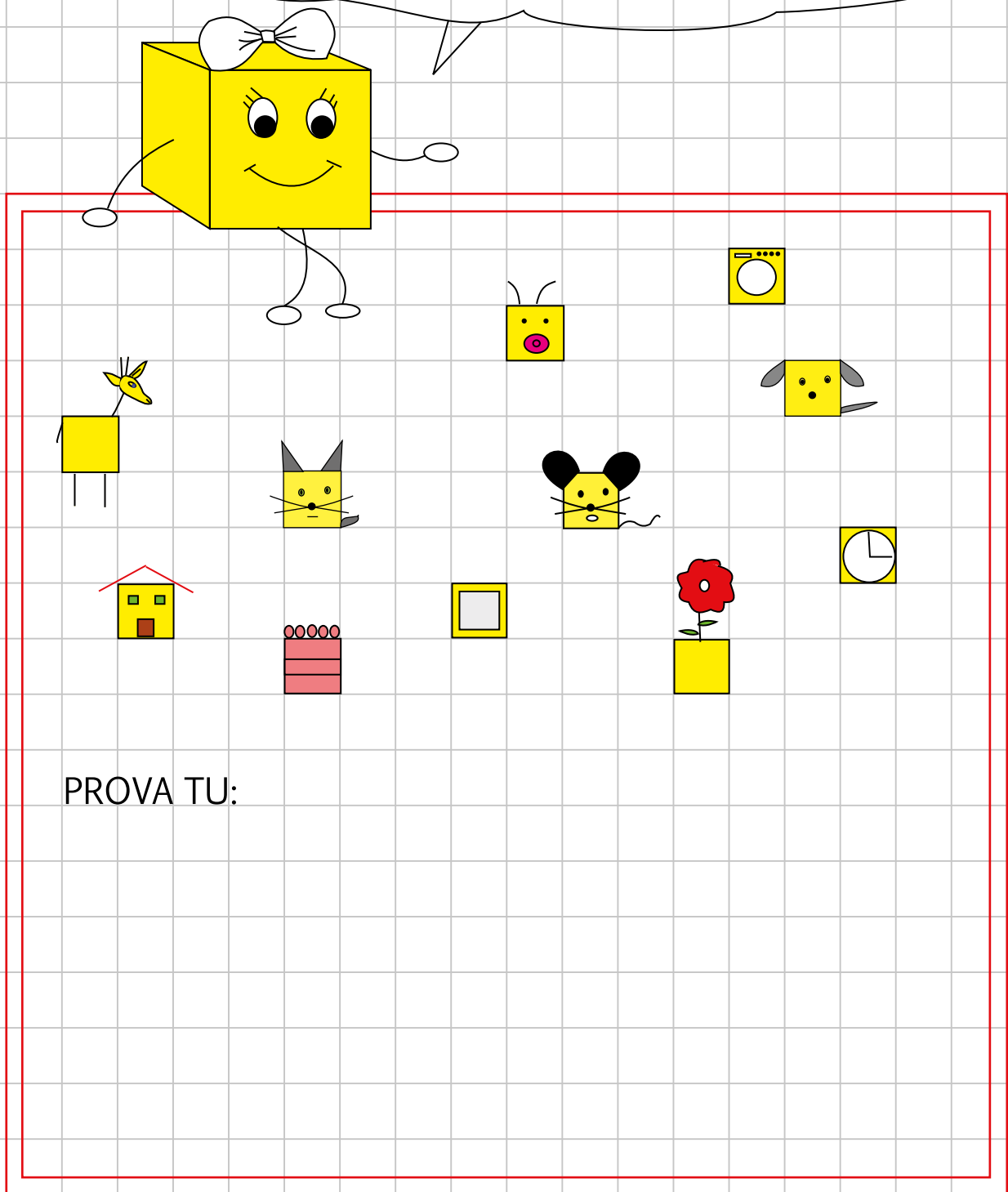
		<input type="checkbox"/> F
		<input type="checkbox"/> C
		<input type="checkbox"/> Q

Attività: l'insegnante prepara delle scatoline con un elemento diverso e altre con una caratteristica comune che i bambini devono riconoscere.

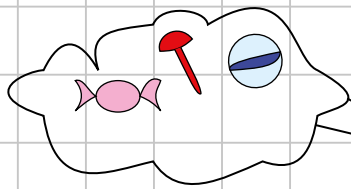
IL CUBETTO MAGICO

CIAO, GIOCHIAMO INSIEME?

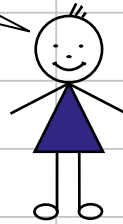
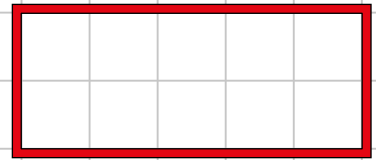
MI TRASFORMO IN QUELLO CHE VUOI TU



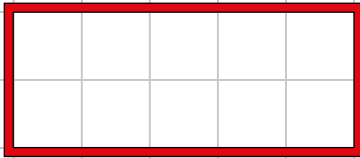
Attività: giochiamo con la fantasia e utilizziamo i cubetti come oggetti vari: uova, mele, ecc...



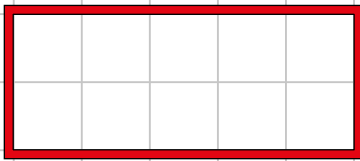
ZERO



ABBIAMO:



0 BIGLIE



0 CAMELLE



0 CHIODINI



0 0 ZERO ZERO



0 0 ZERO ZERO

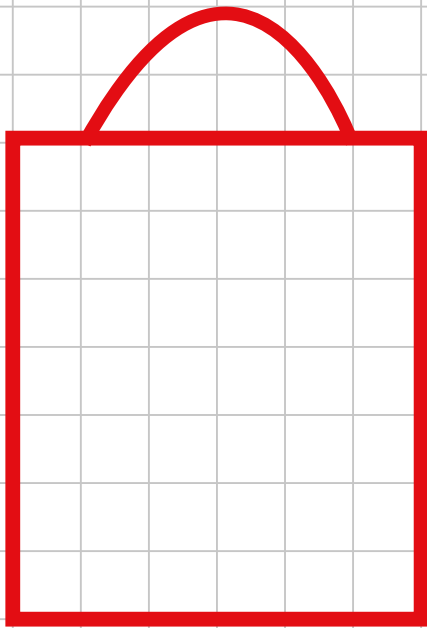


0 0 ZERO ZERO



0 0 ZERO ZERO

Attività: i bambini hanno una scatola vuota e con la fantasia pensano a cosa non hanno.

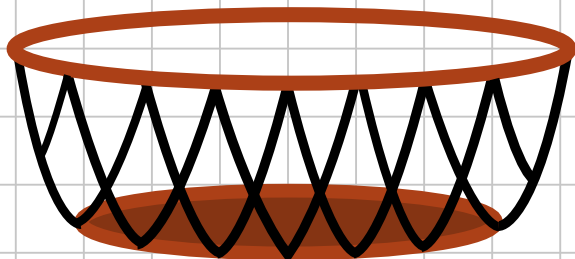


BORSA
VUOTA

0 0 0 ZERO

0 0 0 ZERO

ZERO ZERO ZERO ZERO



CESTO
VUOTO

0 0 0 0 0 0 0 0 0 0

ZERO ZERO ZERO ZERO

ZERO ZERO 0 0 0 0

UNO



1

LO SGABELLO



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UNO

UNO



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UNO

UNO



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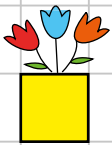
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UNO

UNO



1

IL VASO



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UNO

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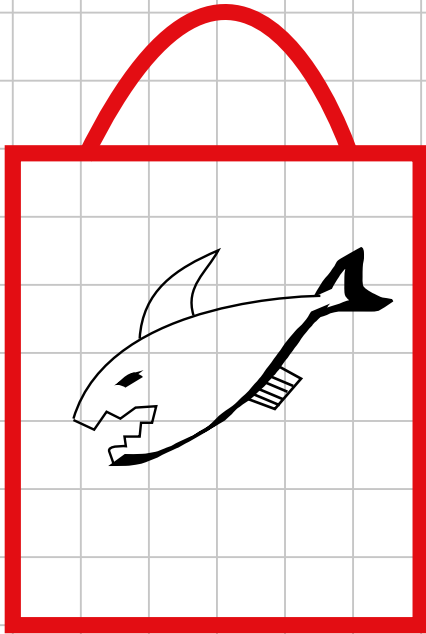
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UNO

UNO

Attività: i bambini hanno una scatolina con un cubetto con il quale "giocano" trasformandolo con la fantasia.

UNO SQUALO



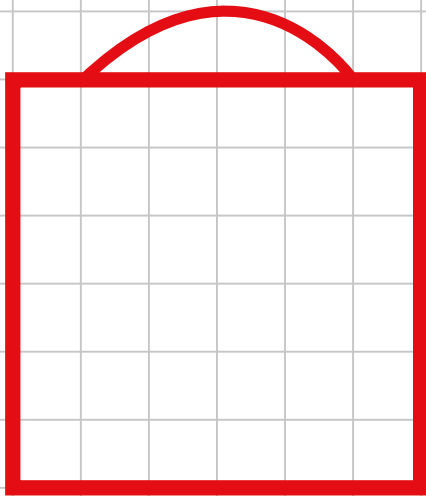
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UNO . UNO

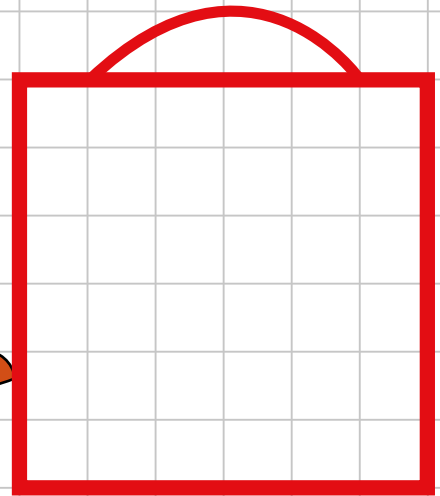
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UNO

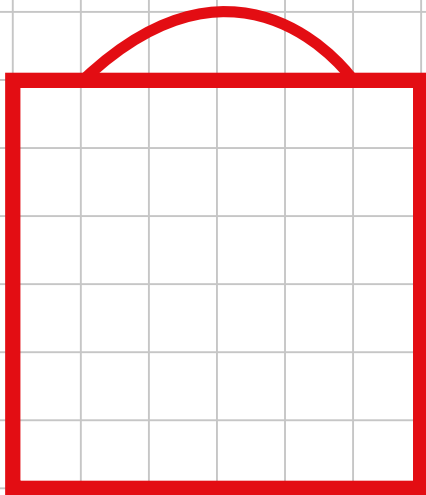
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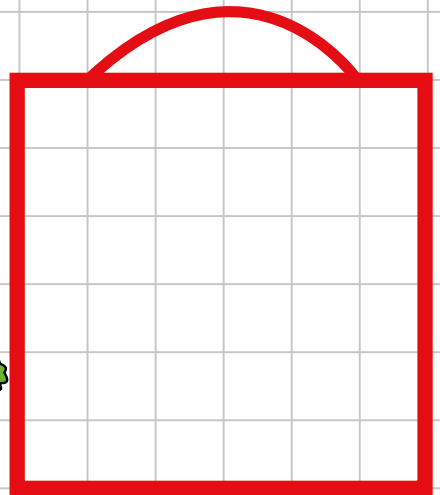
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1 

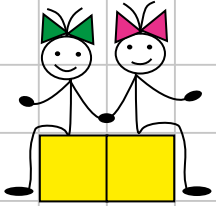
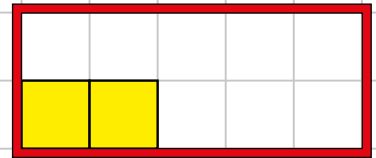


1 



1 

DUE



2

LA PANCHINA



2



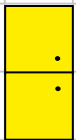
DUE



DUE



DUE



2

IL FRIGORIFERO



DUE

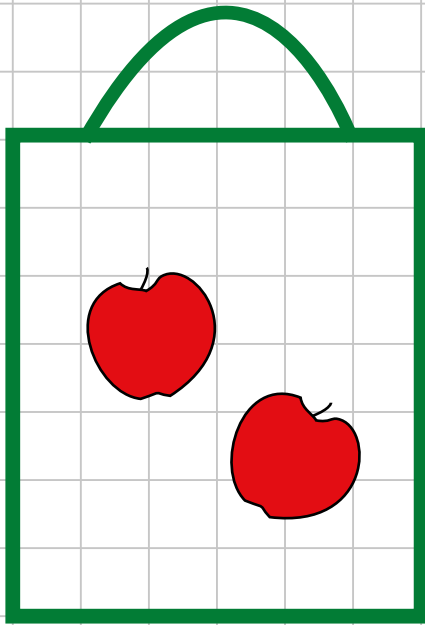


DUE



Attività: i bambini hanno una scatolina sul banco con due cubetti con i quali "giocano" formando varie figure.

DUE MELE



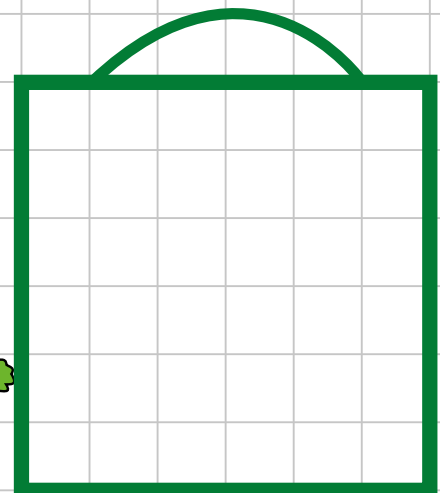
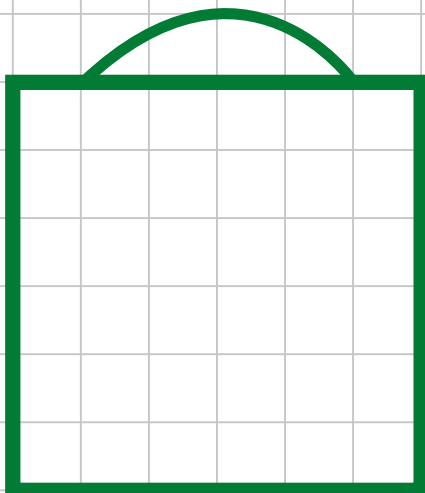
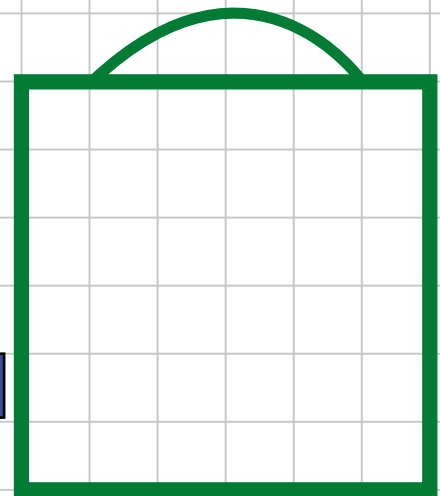
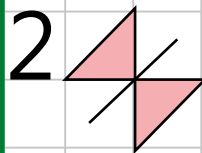
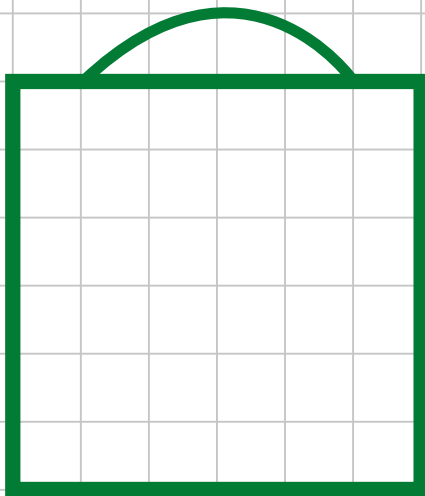
2 · 2 · . . .

DUE · DUE ·

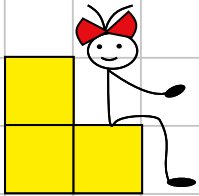
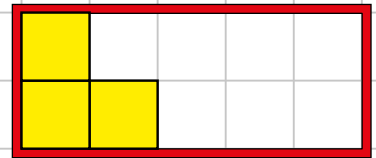
2 · . . .

DUE · .

DISEGNA:



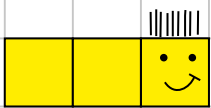
TRE



3 LA SEDIOLINA

3 3 3 3 TRE TRE

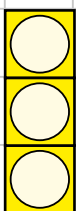
3 3 3 3 TRE TRE



3 BRUCHINO

3 3 3 3 TRE TRE

3 3 3 3 TRE TRE



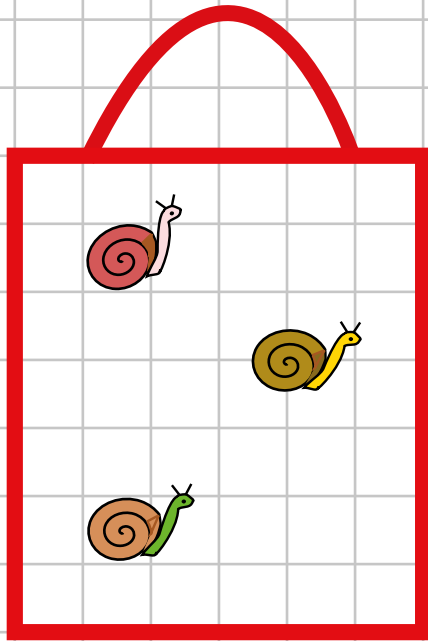
3 IL SEMAFORO

3 3 3 3 TRE TRE

3 3 3 3 TRE TRE

Attività: i bambini hanno una scatola sul banco con tre cubetti con i quali "giocano" formando varie figure.

TRE LUMACHE



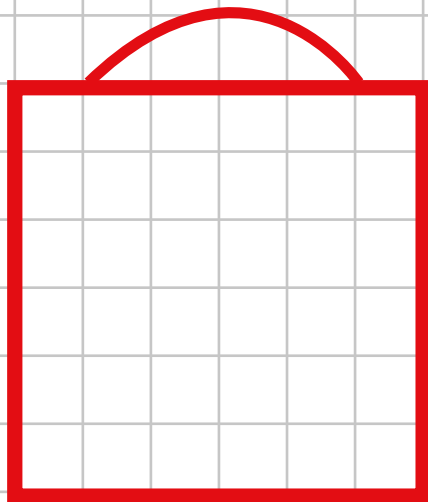
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TRE

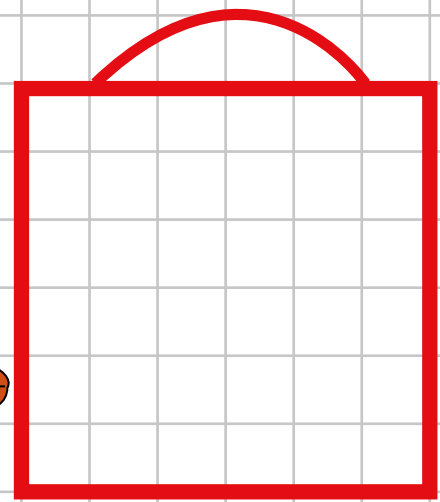
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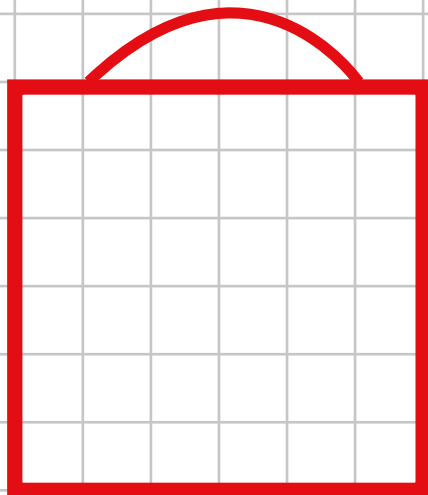
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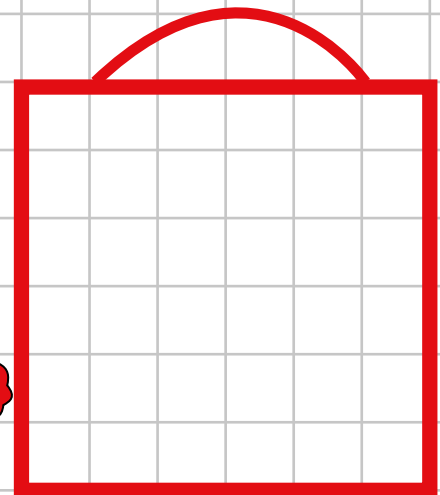
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3 

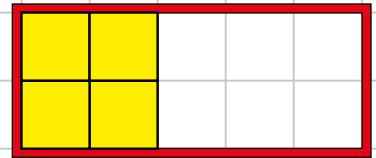


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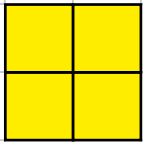
3 

QUATTRO



4

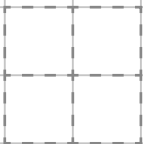
LA FINESTRA



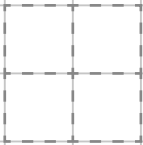
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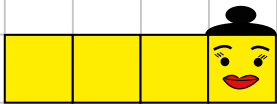
QUATTRO



QUATTRO



QUATTRO



4

MAMMA BRUCO



QUATTRO



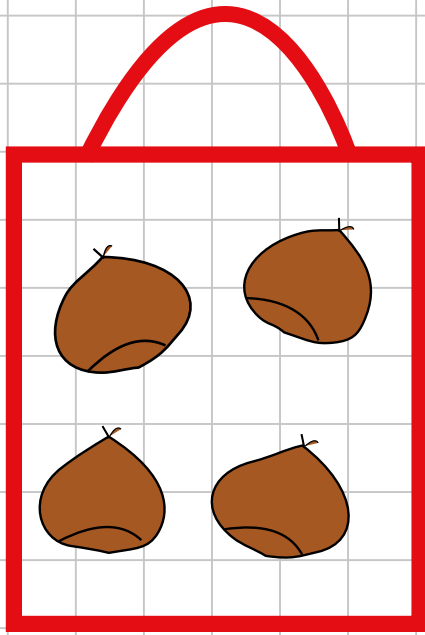
QUATTRO



QUATTRO

Attività: i bambini hanno una scatola sul banco con quattro cubetti con i quali "giocano" formando varie figure.

QUATTRO CASTAGNE



4

Q

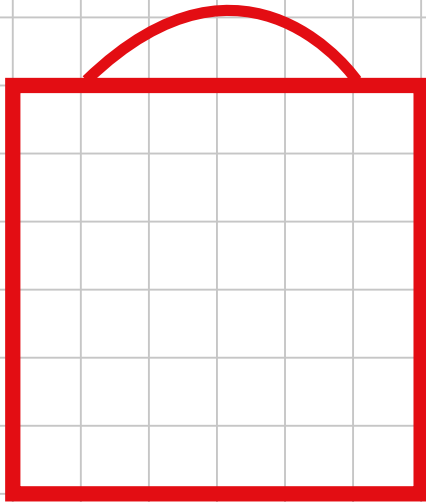
Q


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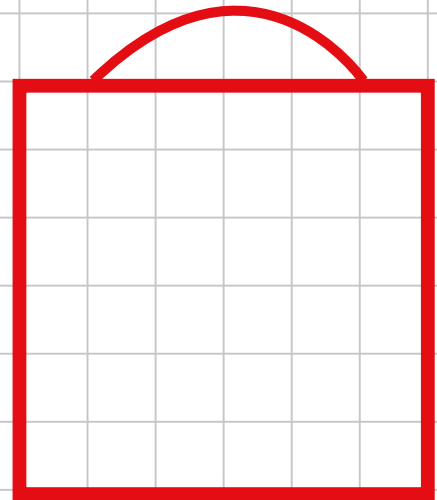
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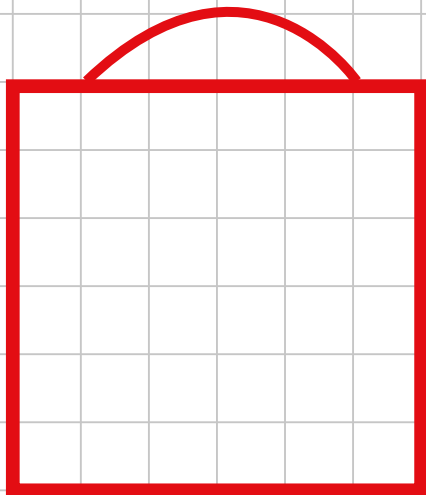
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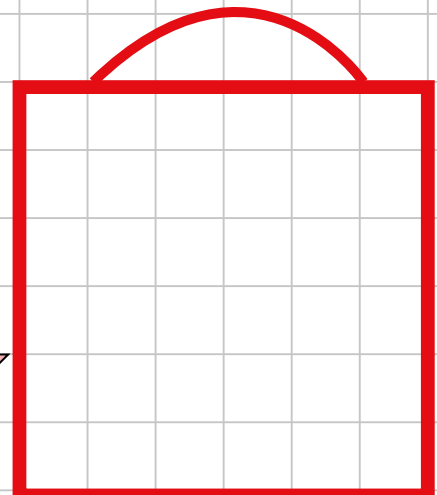
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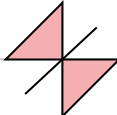


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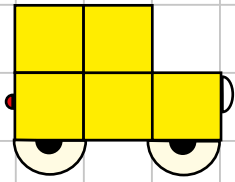
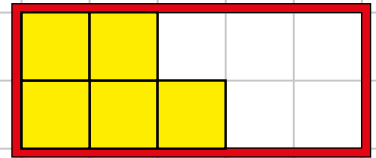


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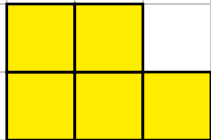
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CINQUE



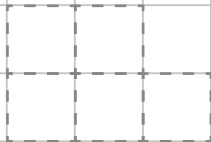
5

LA MACCHINA

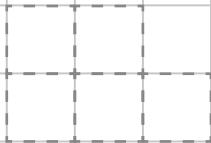


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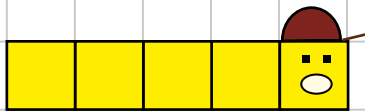
5 5 5 CINQUE



5 5 5 CINQUE



5 5 5 CINQUE



PAPÀ BRUCO



5 5 5 CINQUE



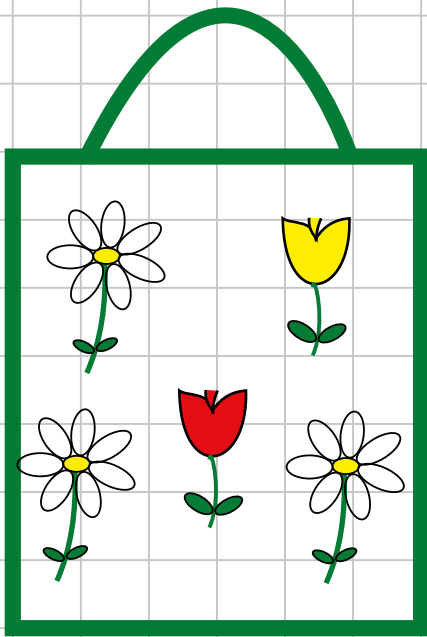
5 5 5 CINQUE



5 5 5 CINQUE

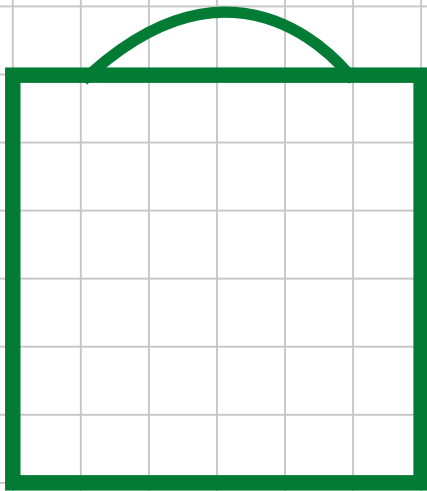
Attività: i bambini hanno una scatola sul banco con cinque cubetti con i quali "giocano" formando varie figure.

CINQUE FIORI

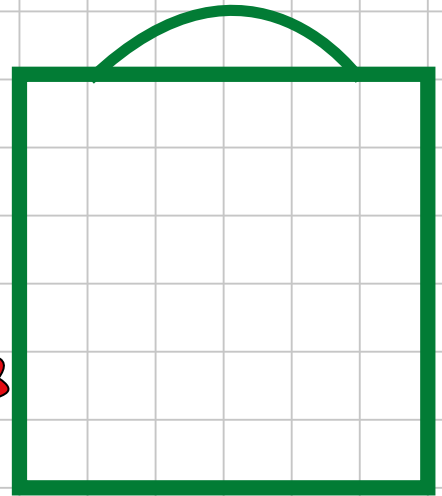


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C 5
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C 5

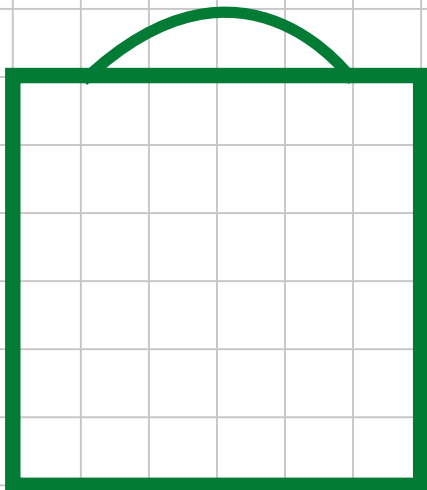
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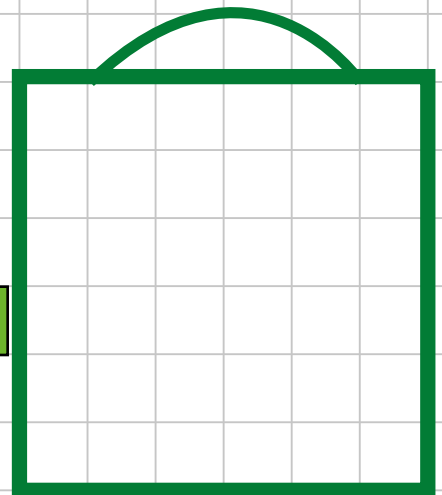
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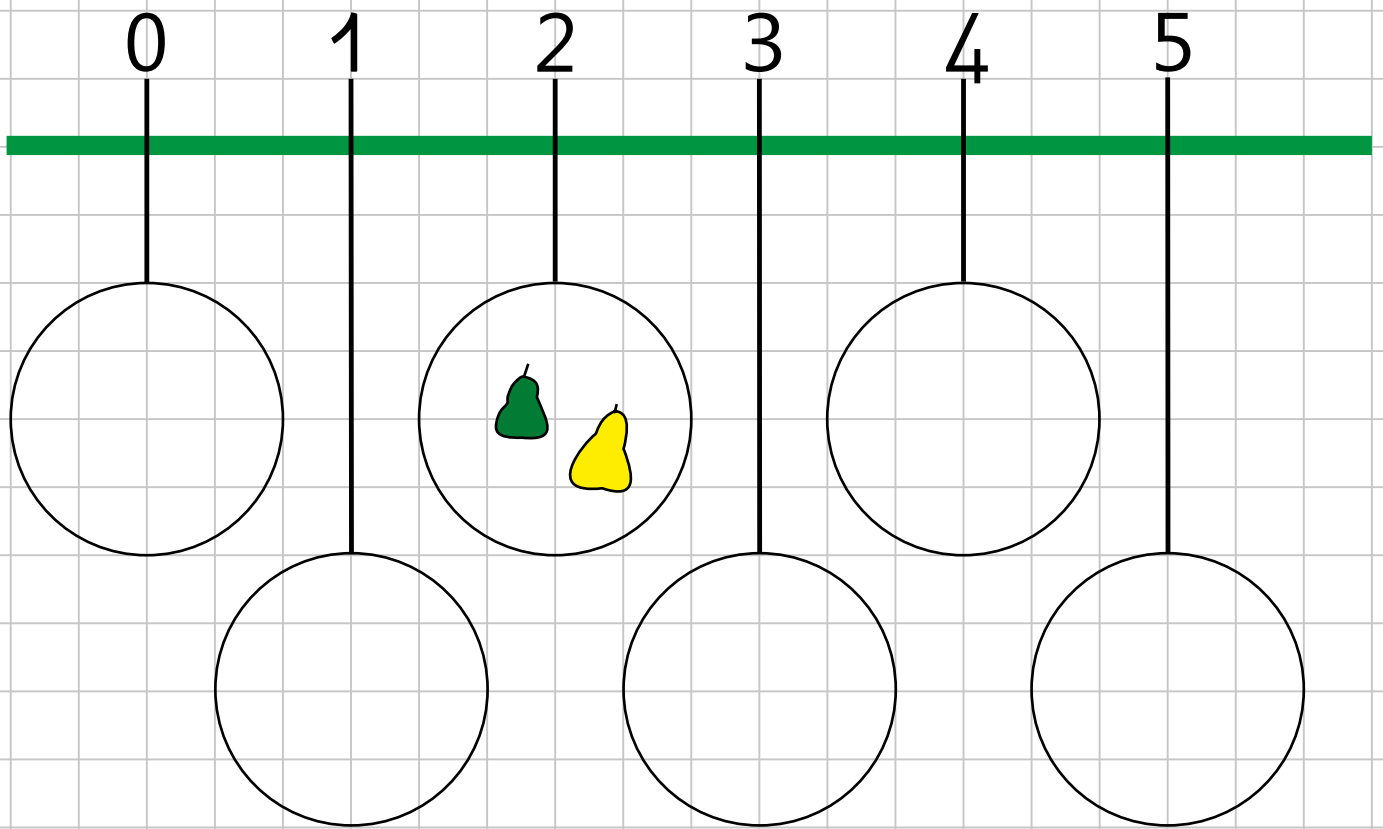


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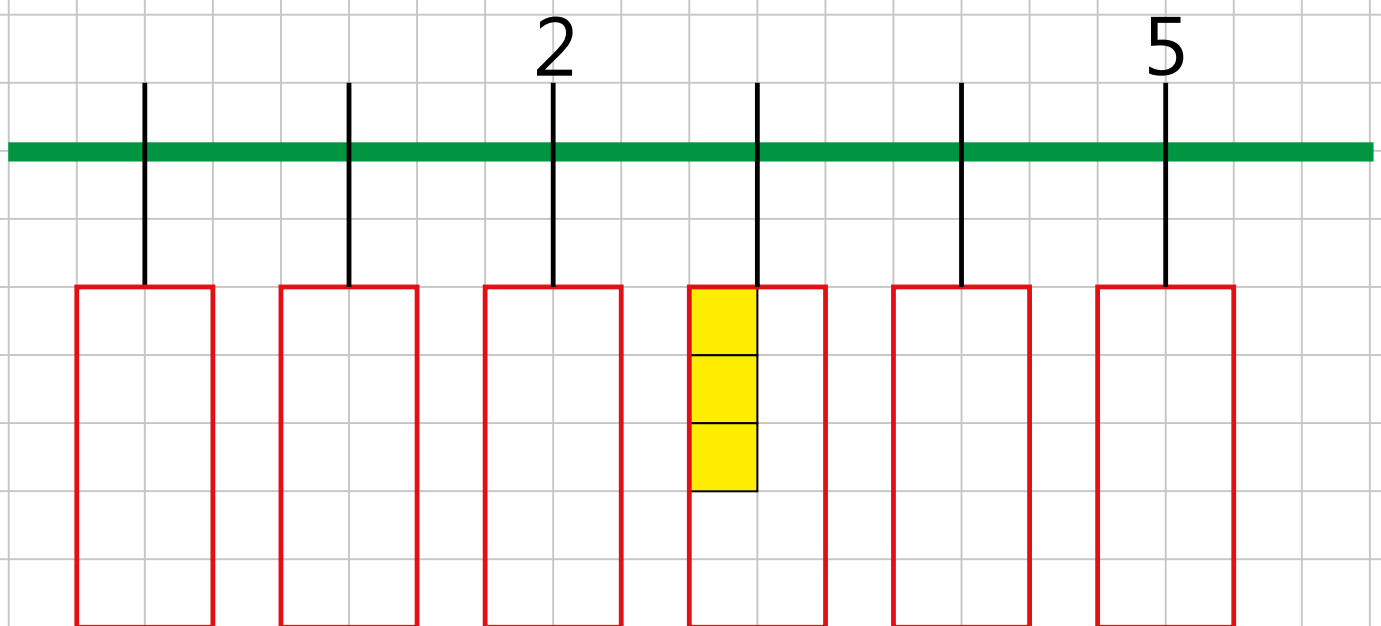


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LA LINEA DEI NUMERI

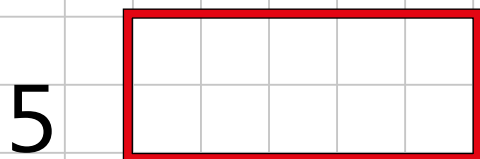
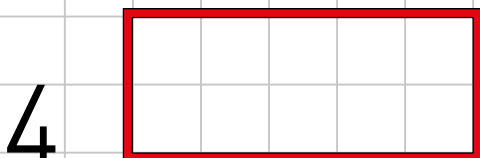
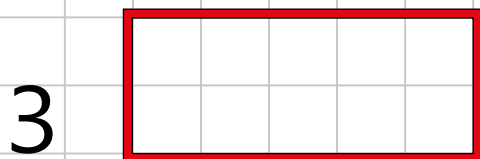
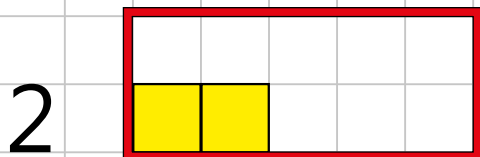
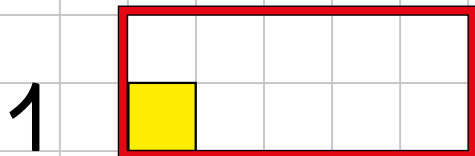
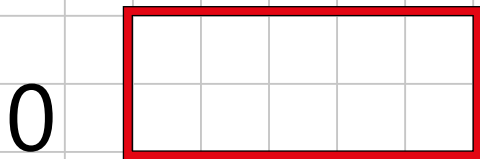



SISTEMA I CUBETTI E COMPLETA:

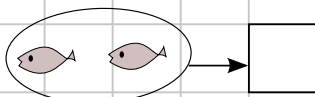
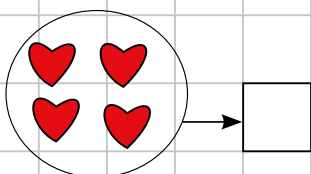
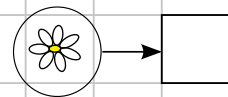
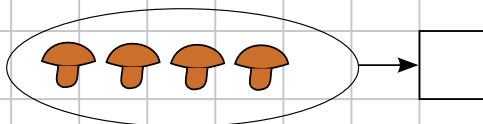
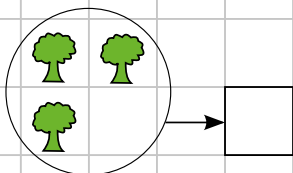
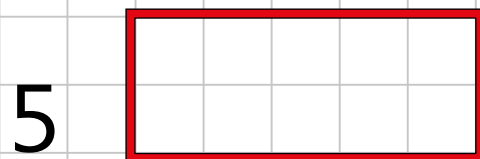
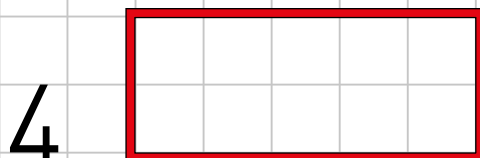
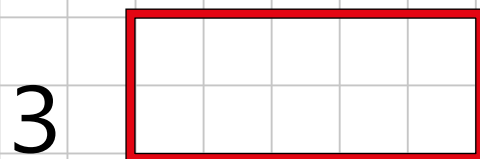
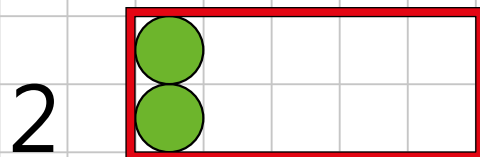
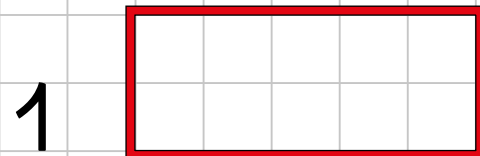
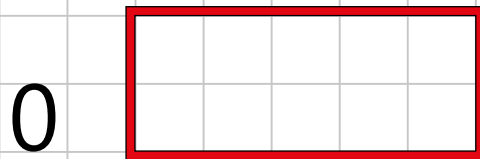


COMPLETA:

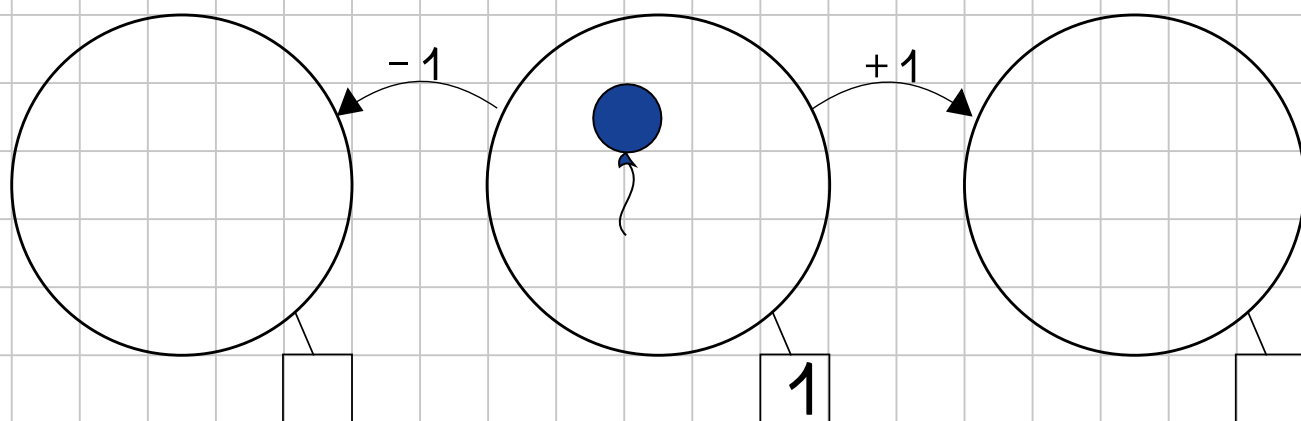
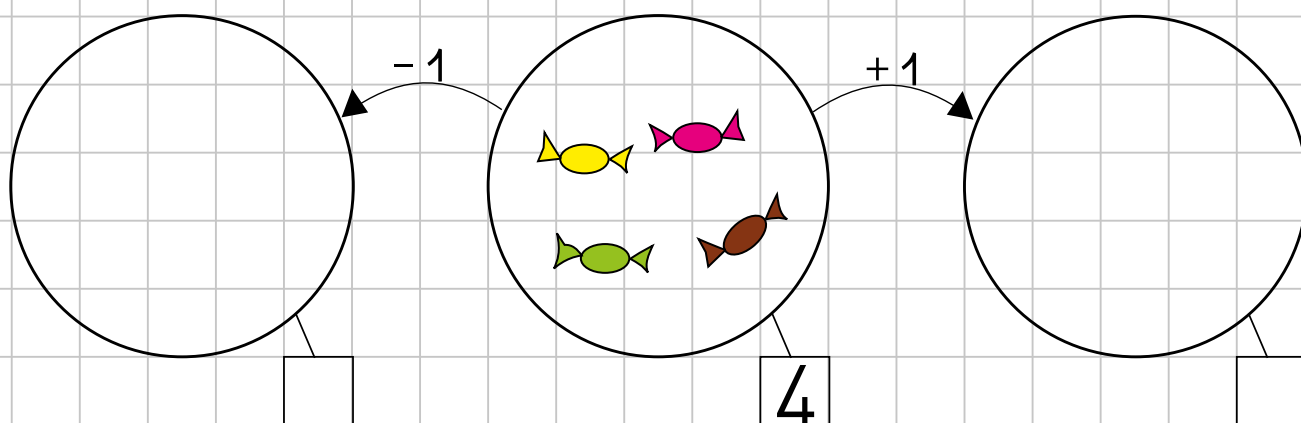
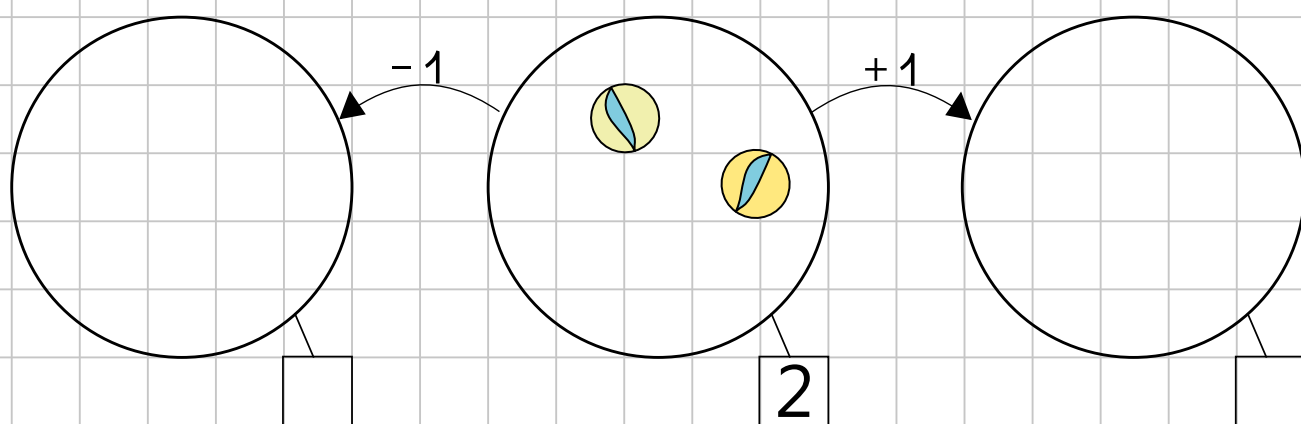
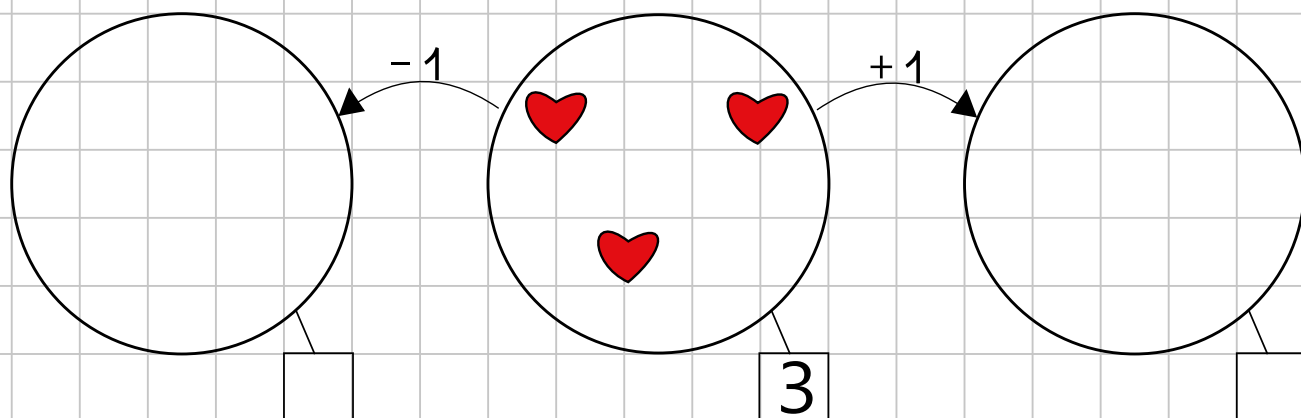
DISEGNA 



DISEGNA 



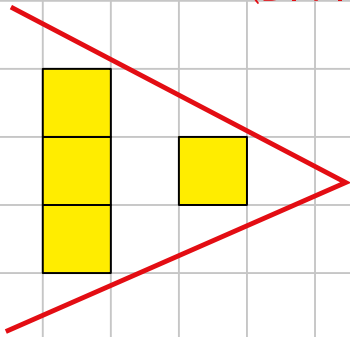
COMPLETA:



CONFRONTA QUANTITÀ

MAGGIORE

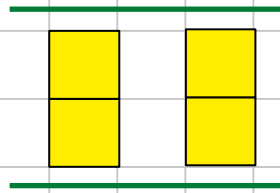
(DI PIÙ)



$$3 > 1$$

3 È MAGGIORE DI 1

UGUALE

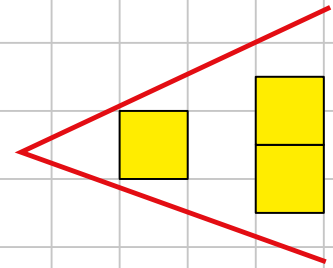


$$2 = 2$$

2 È UGUALE A 2

MINORE

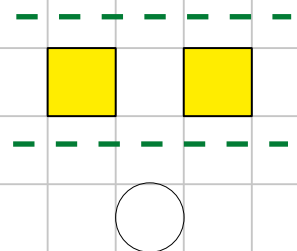
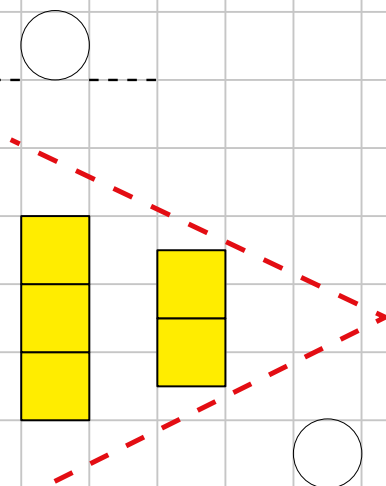
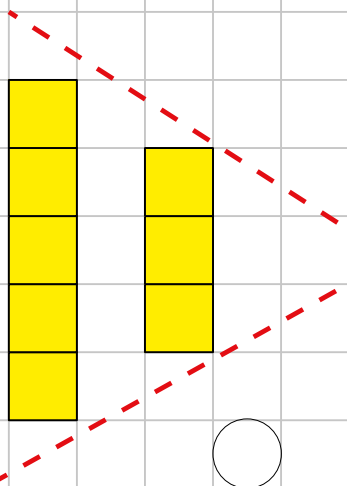
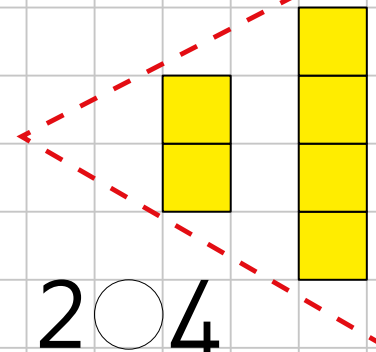
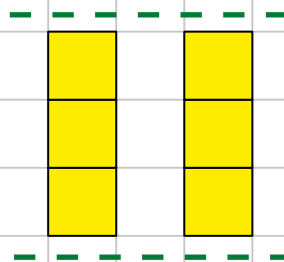
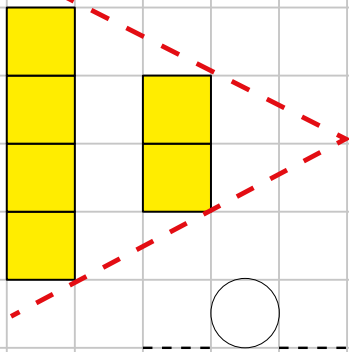
(DI MENO)



$$1 < 2$$

1 È MINORE DI 2

METTI IL SIMBOLO GIUSTO



QUANTI BUCHI?

QUANTI SENZA?

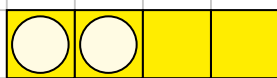
LE COPPIE DEL QUATTRO



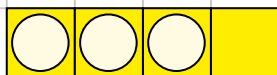
0, 4



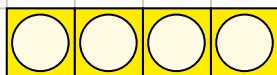
1,



2,



3,



4,

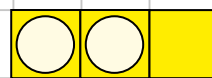
LE COPPIE DEL TRE



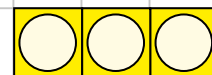
0, 3



.....,



.....,



.....,

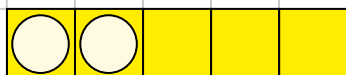
LE COPPIE DEL CINQUE



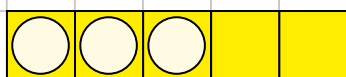
.....,



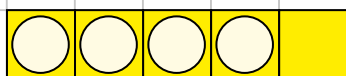
.....,



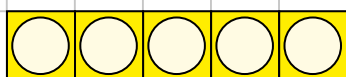
.....,



.....,



.....,

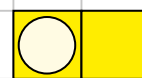


.....,

LE COPPIE DEL DUE



.....,



.....,



.....,

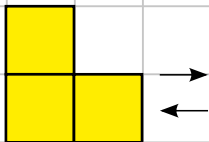
FACCIAMO I NUMERI A PEZZETTI E POI LI RICOMPONIAMO



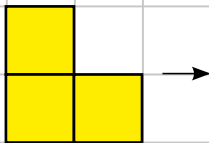
$2 =$



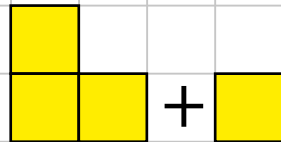
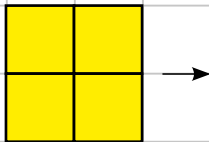
$3 =$



$3 = 1 + 1 + 1$
 $1 + 1 + 1 = 3$



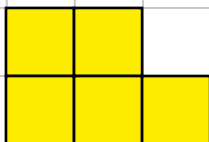
$3 =$



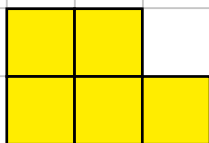
$4 =$



$4 =$



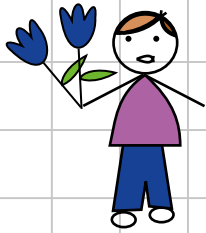
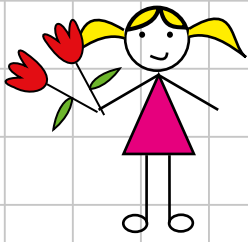
$5 =$




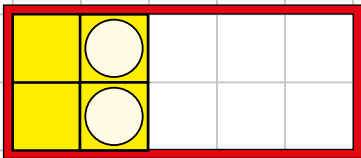
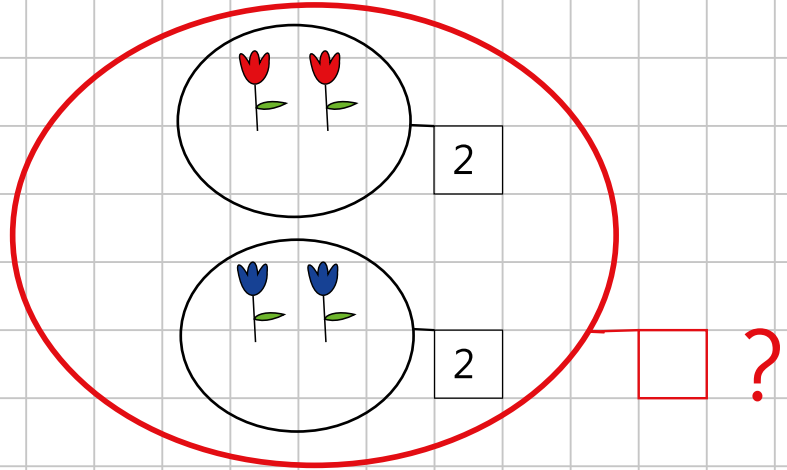
$5 =$

Attività: i bambini scompongono il "numero" dato e osservano le figure ottenute, poi le ricompongono. Diranno, per esempio, che $3=1+1+1$ e che $1+1+1=3$.

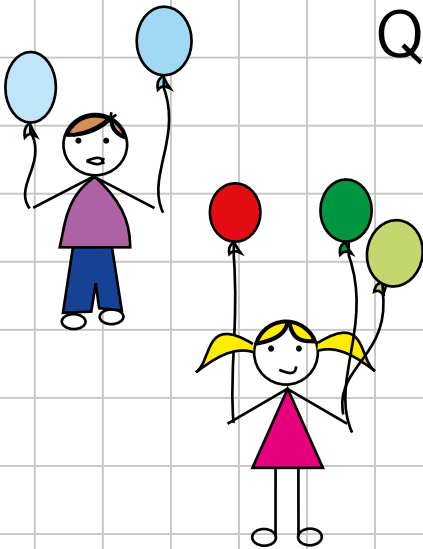
PROBLEMI



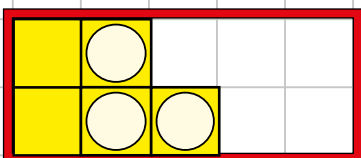
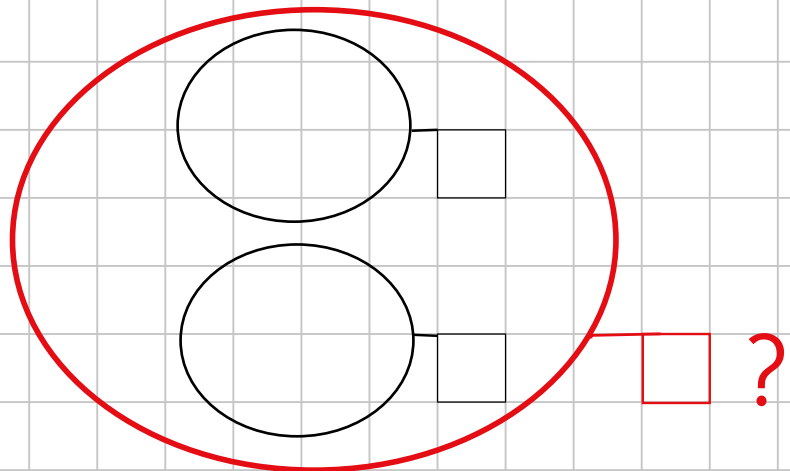
QUANTI  IN TUTTO?



$$2 + \text{---} = \text{---}$$

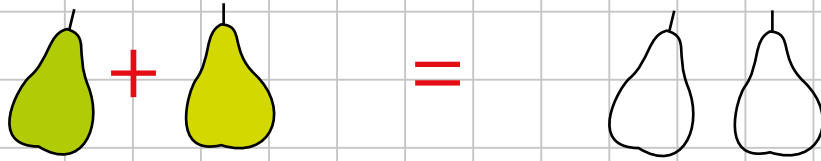


QUANTI  IN TUTTO?

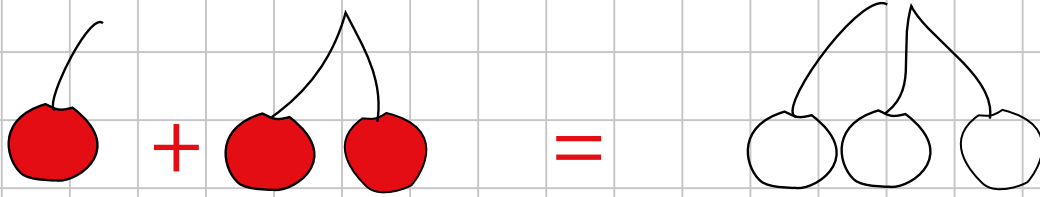


$$\text{---} + \text{---} = \text{---}$$

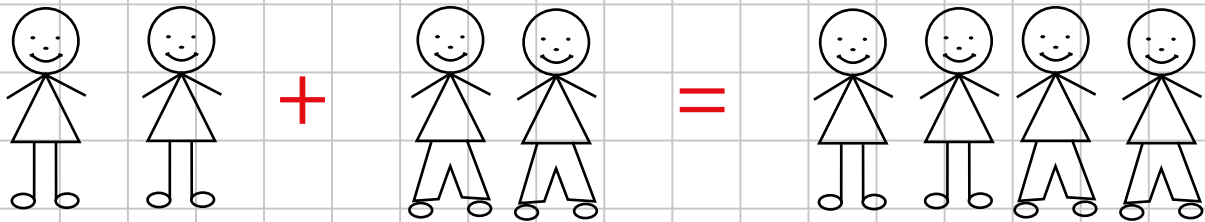
L'ADDIZIONE



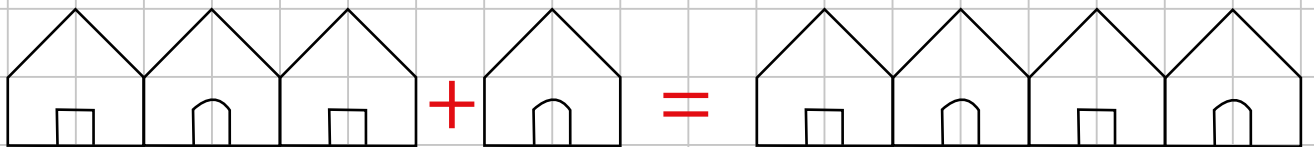
$$1 + 1 = 2$$



$$1 + 2 = \underline{\quad}$$



$$2 + 2 = \underline{\quad}$$



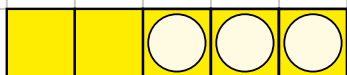
$$3 + 1 = \underline{\quad}$$



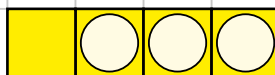
$$3 + 2 = \underline{\quad}$$

ILLUSTRA E COMPLETA:

$2 + 3 = \underline{\quad}$



$1 + 3 = \underline{\quad}$



$3 + 1 = \underline{\quad}$

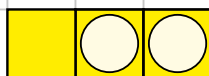


$4 + \underline{\quad} = \underline{\quad}$



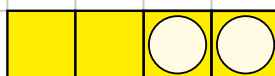
$1 + 4 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



$3 + 2 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



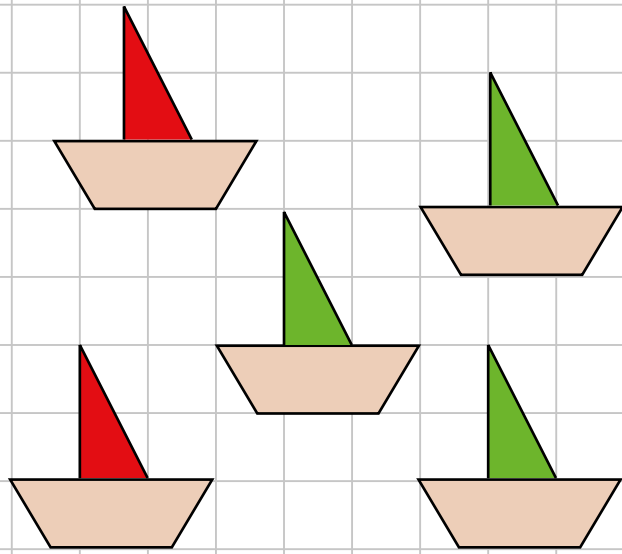
$1 + 2 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



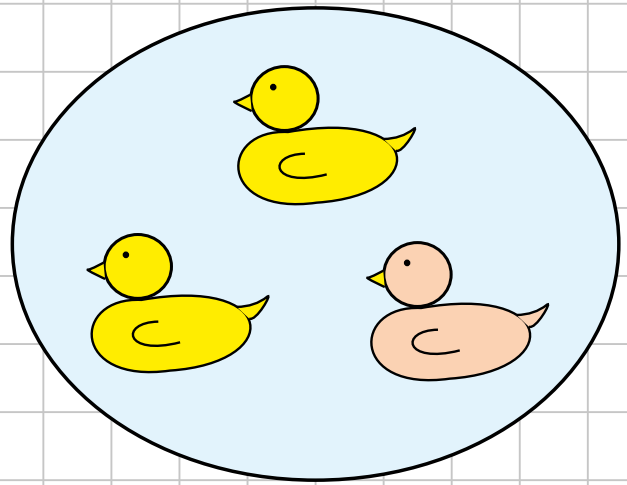
Attività: addizioni con i cubetti. Si suggerisce di mettere nei coperchietti i cubetti da sommare e di distinguere gli addendi posizionando i cubetti del secondo addendo con i buchi rivolti verso l'alto.

PROBLEMI con L'ADDIZIONE



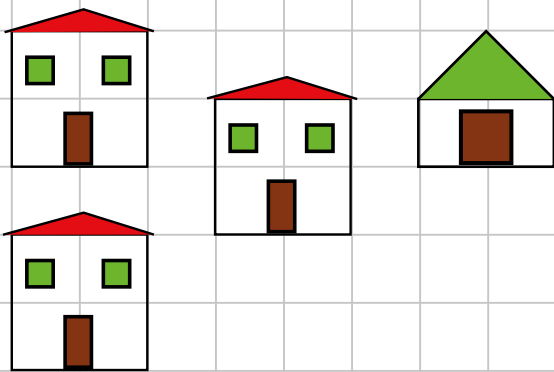
QUANTE BARCHE IN TUTTO?

$$2 \text{ } \oplus \text{ } \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



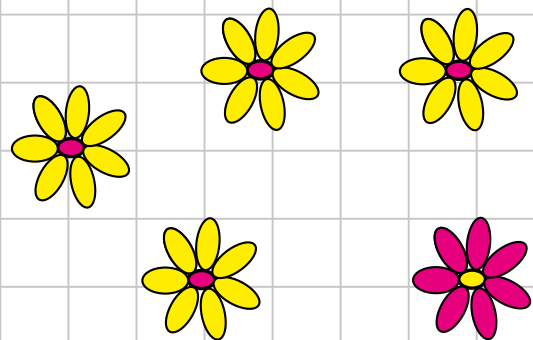
QUANTE PAPERE IN TUTTO?

$$2 \text{ } \circ \text{ } \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



QUANTE CASE IN TUTTO?

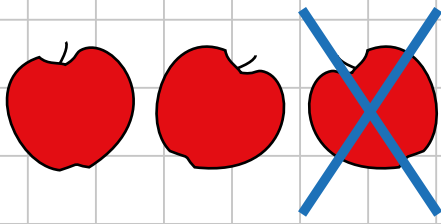
$$3 \text{ } \circ \text{ } \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



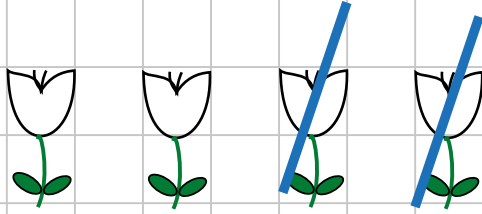
QUANTI FIORI IN TUTTO?

$$4 \text{ } \circ \text{ } \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

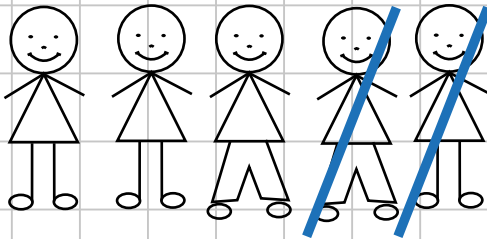
LA SOTTRAZIONE



$$3 - 1 = 2$$



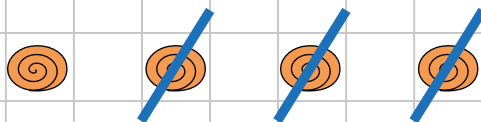
$$4 - 2 = \dots$$



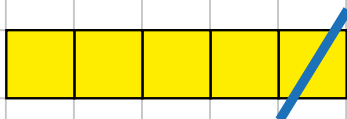
$$5 - 2 = \dots$$



$$4 - 1 = \dots$$



$$4 - 3 = \dots$$

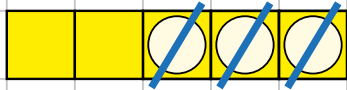


$$5 - 1 = \dots$$

Attività: sottrazioni con i cubetti e vario materiale presente in classe. Gli elementi da togliere vengono allontanati e con il trattino blu si indica l'azione di togliere.

ILLUSTRA E COMPLETA:

$5 - 3 = 2$

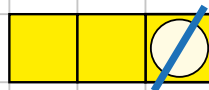


$5 - 4 = 2$

$4 - 2 = \underline{\quad}$

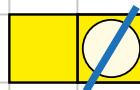


$\bigcirc = \underline{\quad}$



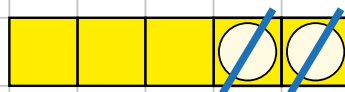
$3 - 2 = \underline{\quad}$

$\bigcirc = \underline{\quad}$



$4 - 3 = \underline{\quad}$

$\bigcirc = \underline{\quad}$

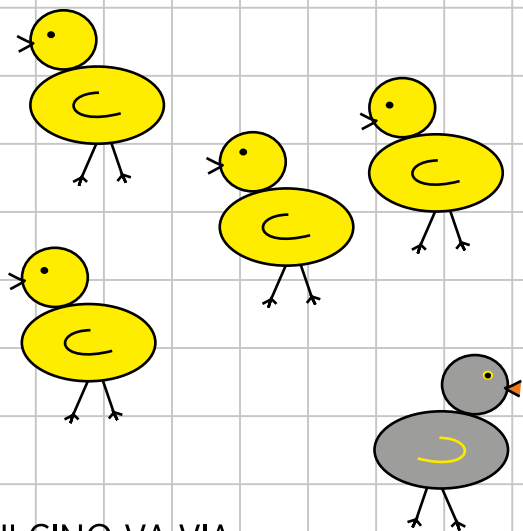


$3 - 2 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

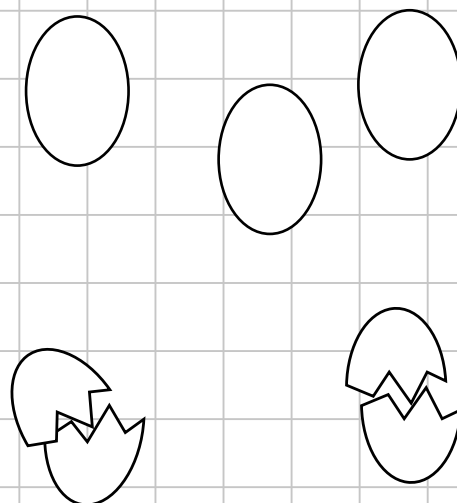
Attività: i bambini prendono i cubetti indicati dal minuendo, girano dalla parte del buco i cubetti da togliere (sottraendo) e li allontanano. Il trattino blu indica l'azione di togliere.

PROBLEMI con la SOTTRAZIONE



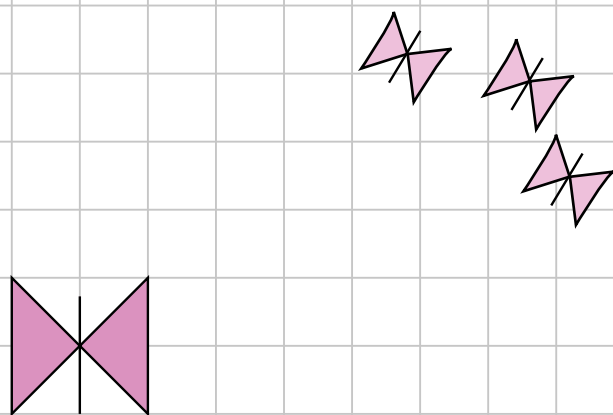
UN PULCINO VA VIA
QUANTI PULCINI GIALLI RIMANGONO?

$$5 - 1 = \underline{\quad}$$



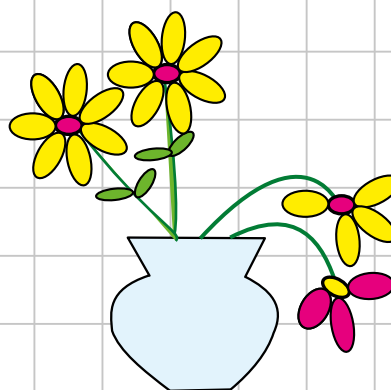
QUANTE UOVA SANE RIMANGONO?

$$5 - \quad = \underline{\quad}$$



QUANTE FARFALLE RIMANGONO?

$$\underline{\quad} - \quad = \underline{\quad}$$

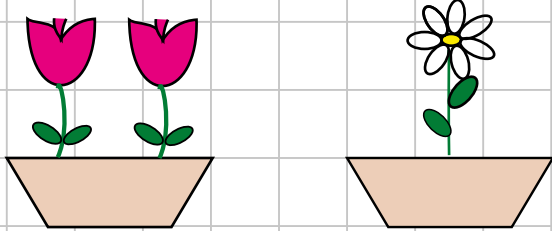


QUANTI FIORI INTERI RIMANGONO?

$$\underline{\quad} - \quad = \underline{\quad}$$

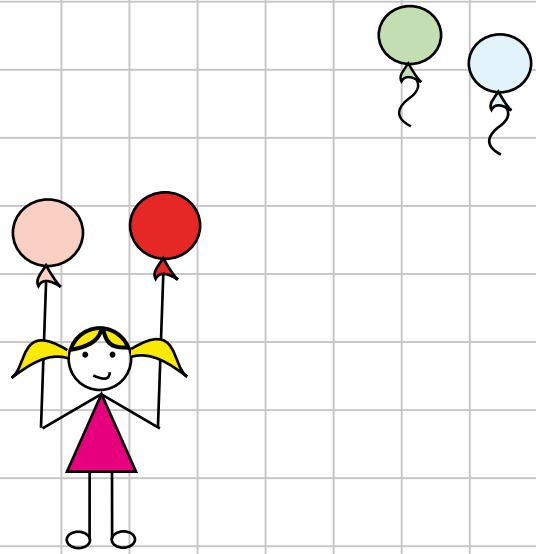
Attività: insceniamo piccoli problemi con sottrazioni, con i bambini come protagonisti, usando i cubetti trasformati con la fantasia o altri materiali presenti in classe.

ADDIZIONE O SOTTRAZIONE?



QUANTI FIORI IN TUTTO?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$



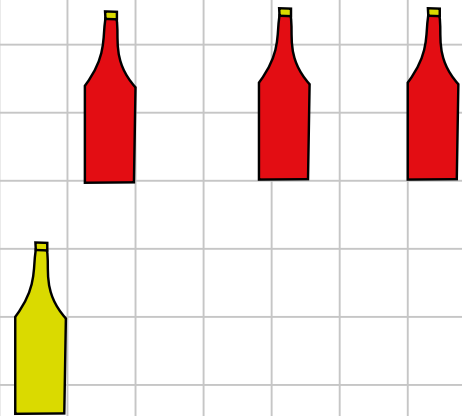
QUANTI PALLONCINI SONO RIMASTI?

$$4 \bigcirc \underline{\quad} = \underline{\quad}$$



QUANTI VASI INTERI SONO RIMASTI?

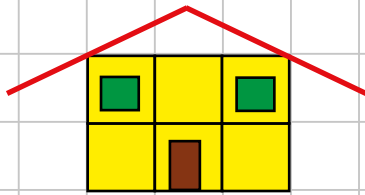
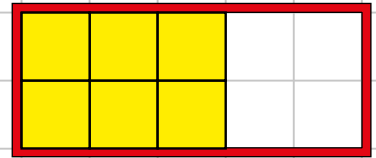
$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$



QUANTE BOTTIGLIE IN TUTTO?

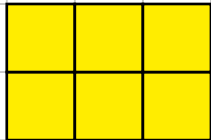
$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

SEI

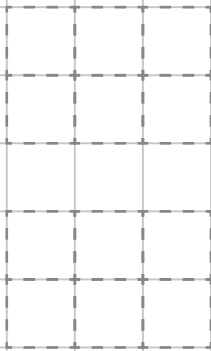


6

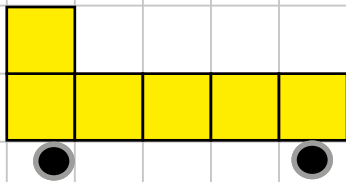
LA CASA



6 6 6 SEI SEI

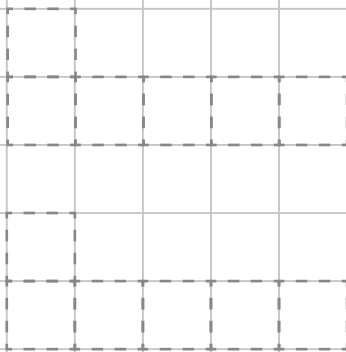


6 6 6 SEI SEI



6

IL CAMION



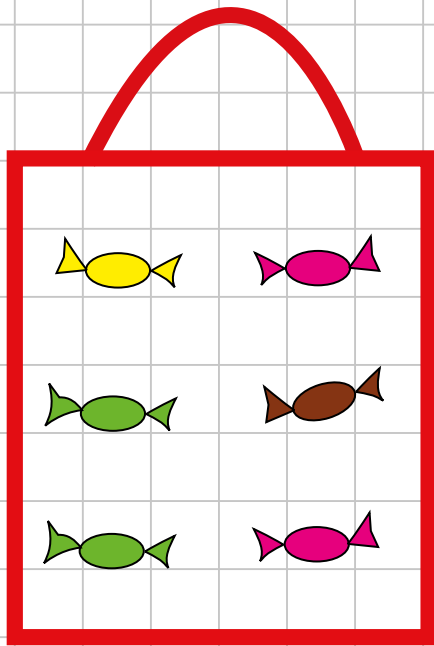
6 6 6 6 SEI

6 6 6 6 SEI

Attività: i bambini hanno una scatola sul banco con sei cubetti con i quali "giocano" formando varie figure.

SEI

CARAMELLE

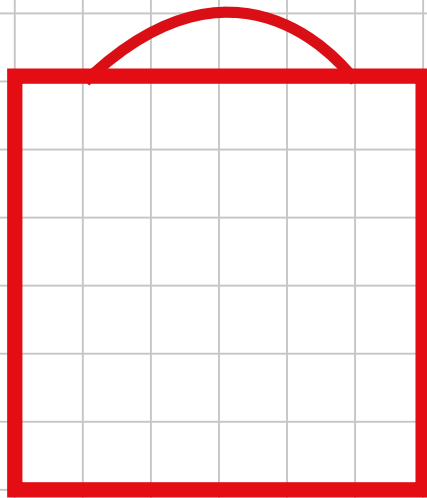



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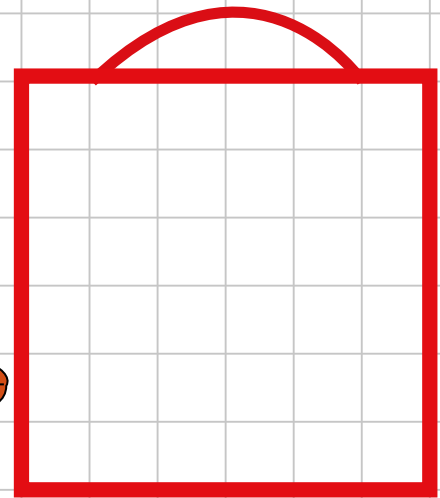
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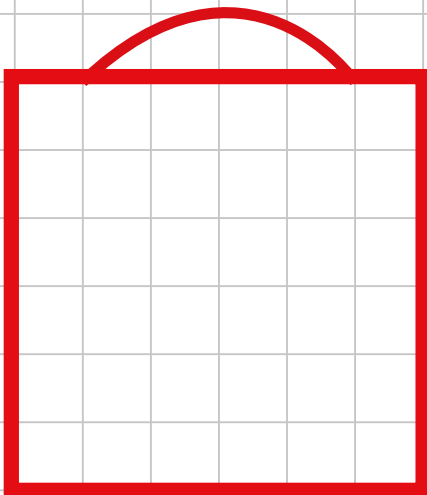
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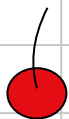


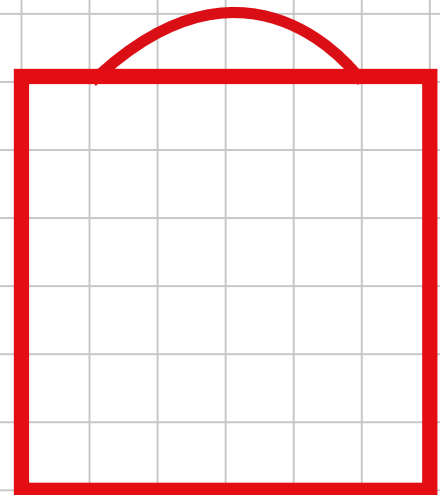
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


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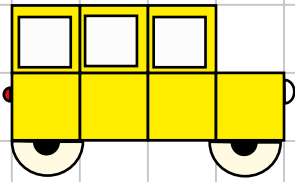
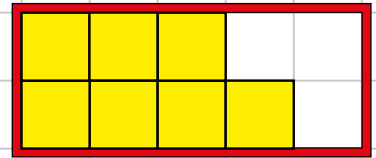


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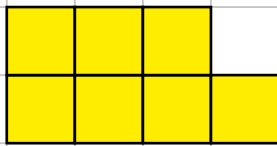
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SETTE

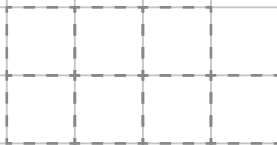


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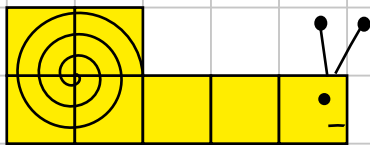
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7 7 7 7 SETTE

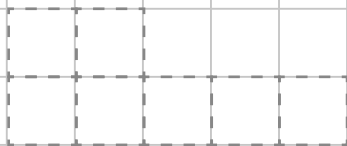


7 7 7 7 SETTE



7

LA LUMACA



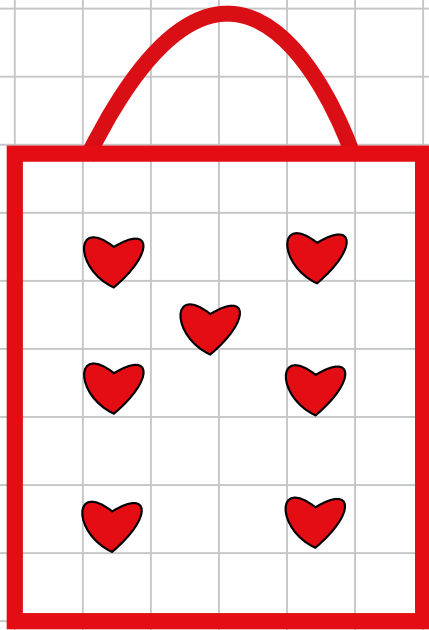
7 7 7 SETTE



7 7 7 SETTE

Attività: i bambini hanno una scatola sul banco con sette cubetti con i quali "giocano" formando varie figure.

SETTE
CUORI

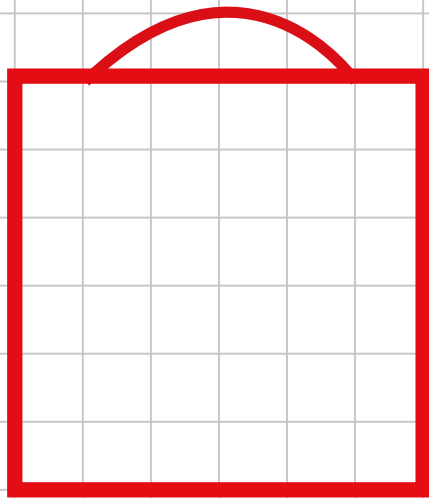


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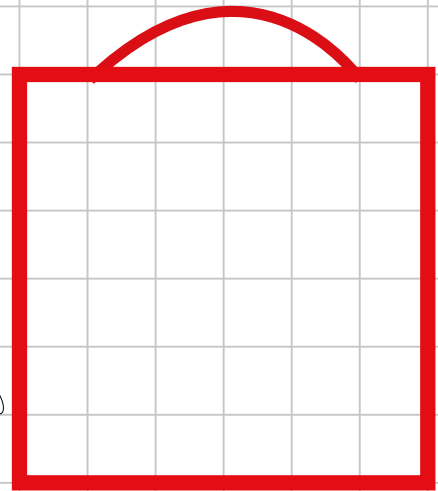
SETTE


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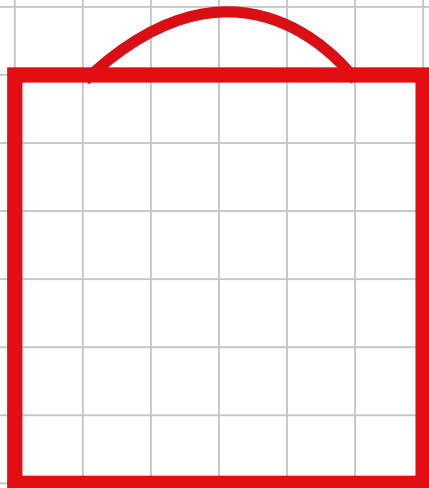
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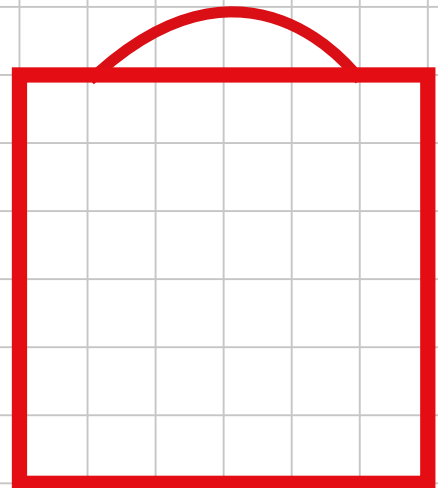
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


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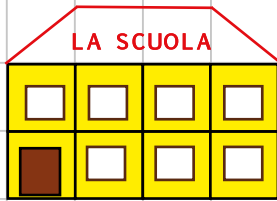
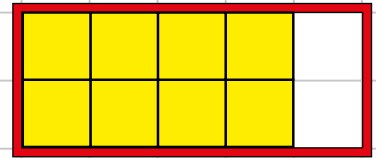


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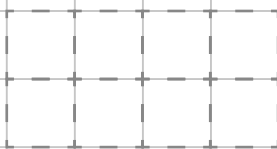
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OTTO



8

LA SCUOLA



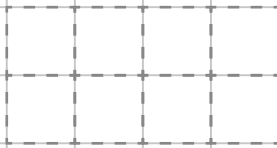
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OTTO



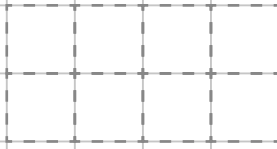
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OTTO



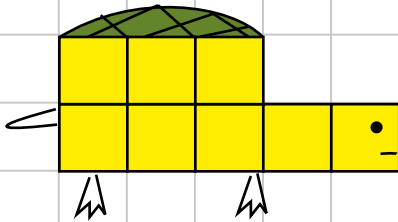
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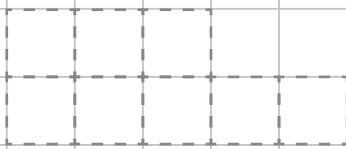
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OTTO



LA TARTARUGA

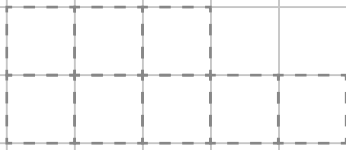


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OTTO



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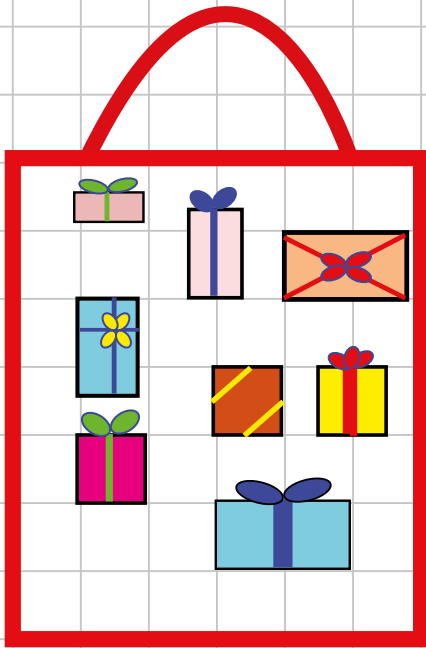
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OTTO

Attività: i bambini hanno una scatola sul banco con otto cubetti con i quali "giocano" formando varie figure.

OTTO

REGALINI

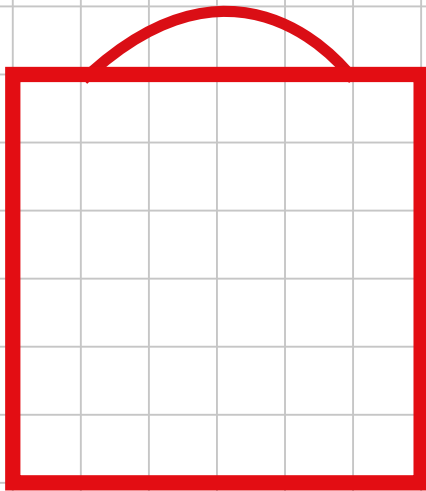


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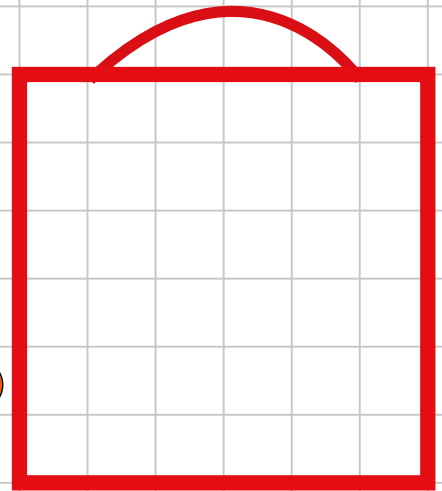
OTTO

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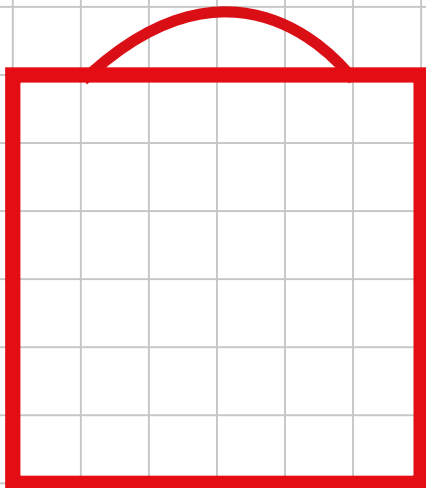
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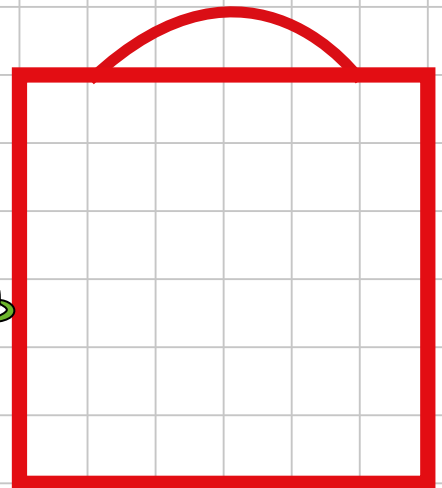
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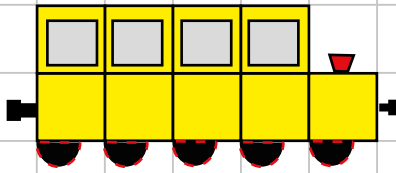
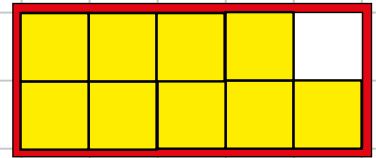


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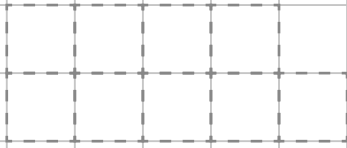


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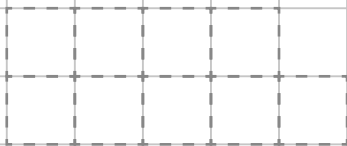
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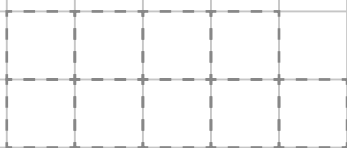
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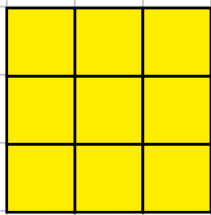
9 9 9 9 NOVE



9 9 9 9 NOVE

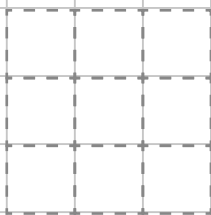


9 9 9 9 NOVE



9 LA VETRATA

9 9 9 9 9 NOVE



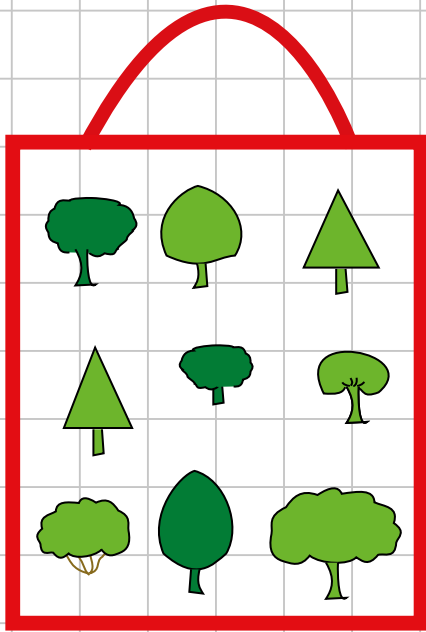
9 9 9 9 9 NOVE

9 9 9 9 9 NOVE

Attività: i bambini hanno una scatola sul banco con nove cubetti con i quali "giocano" formando varie figure.

NOVE

ALBERI

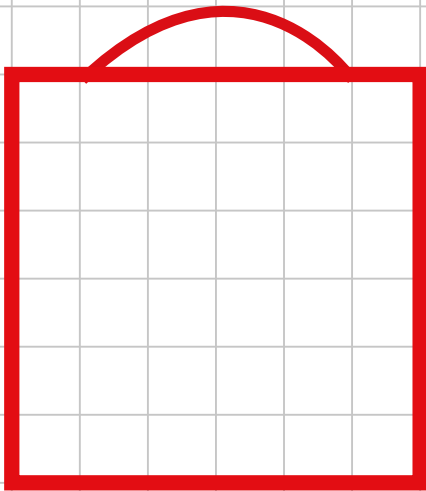



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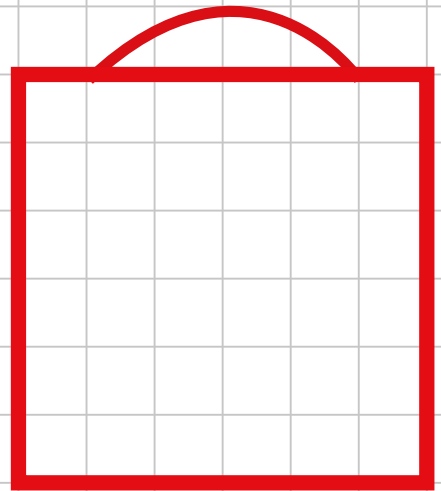
NOVE

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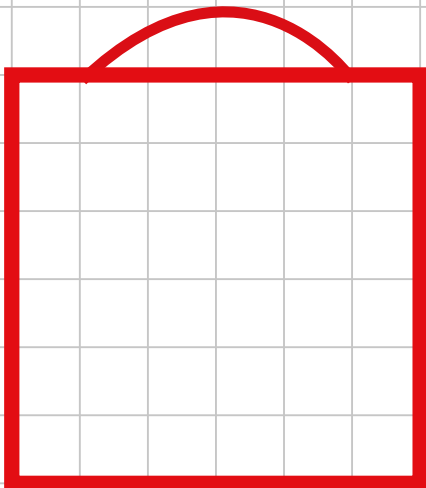
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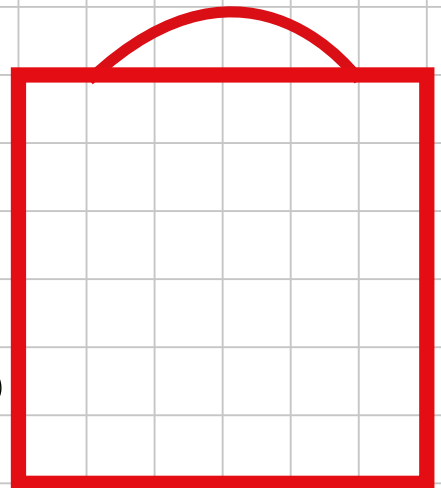
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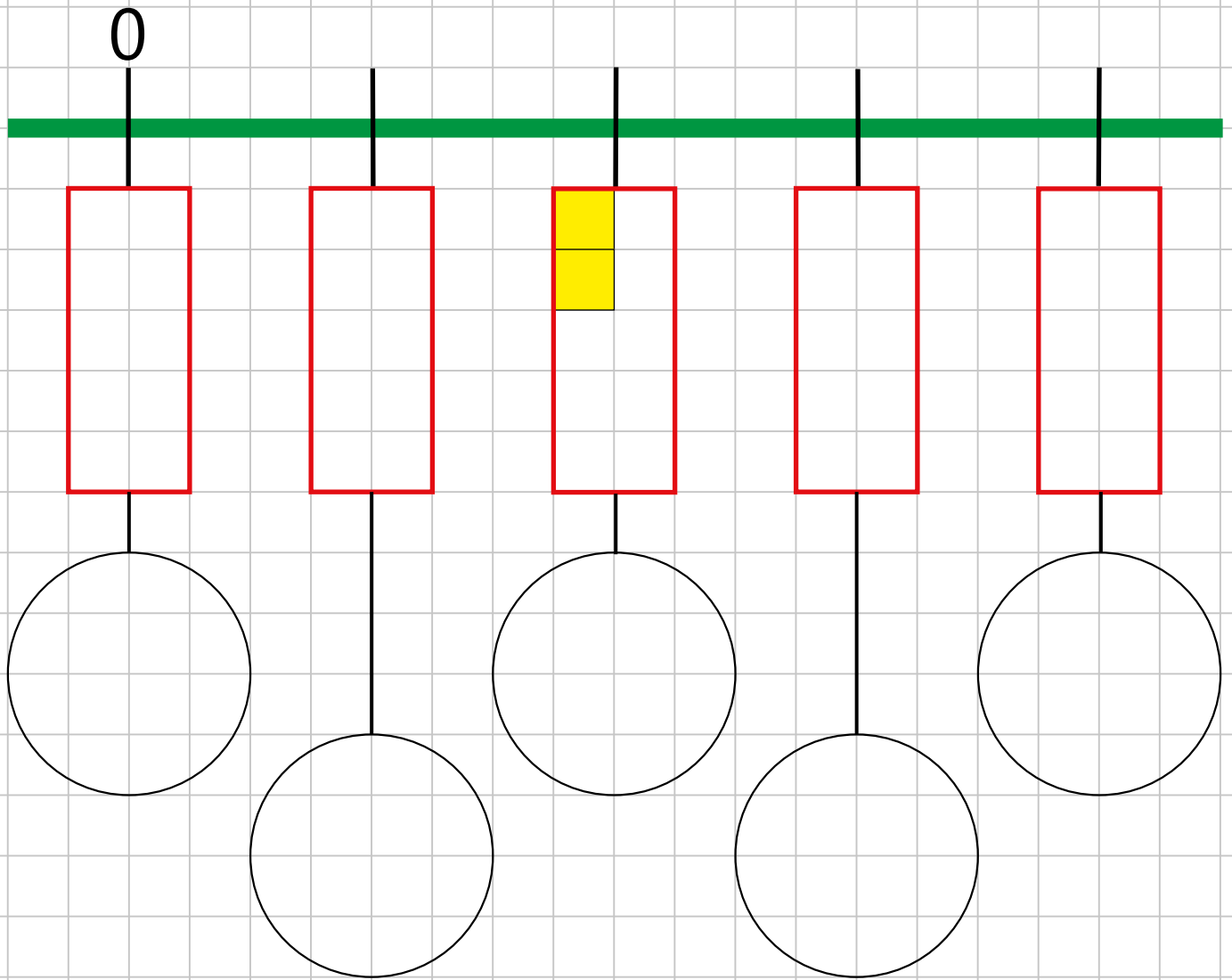


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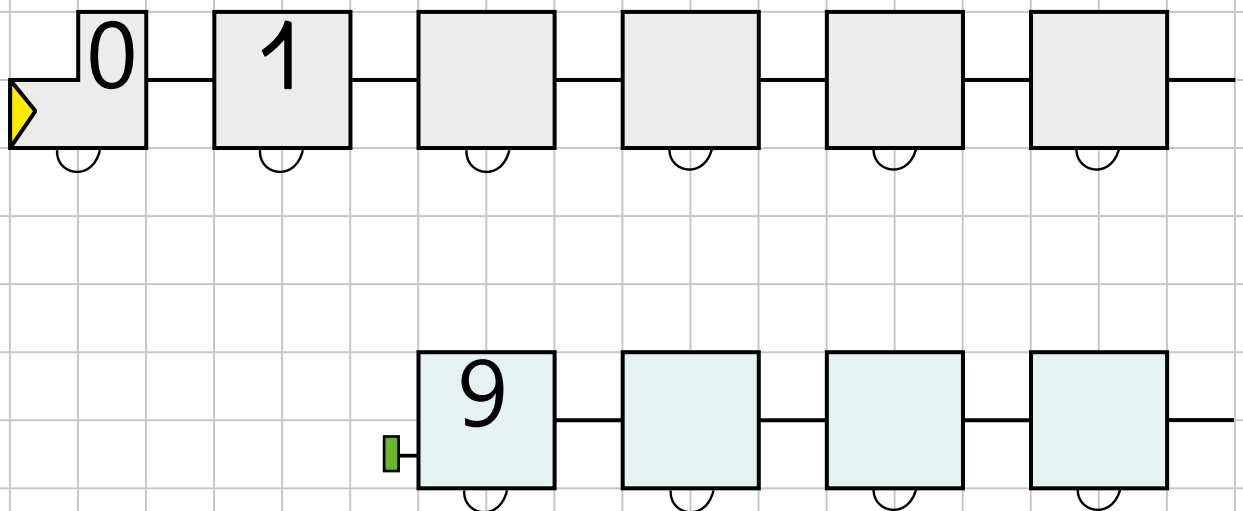


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LA LINEA DEI



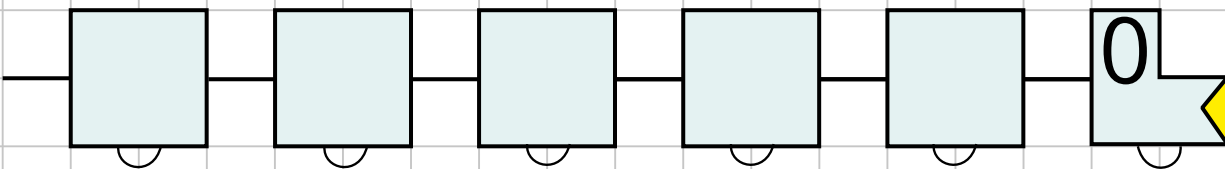
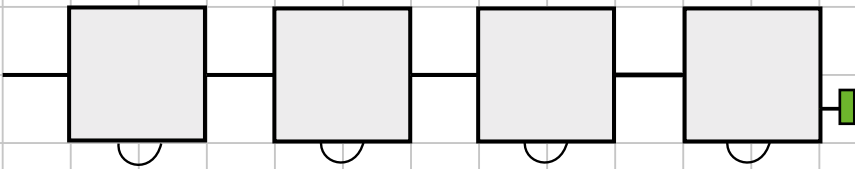
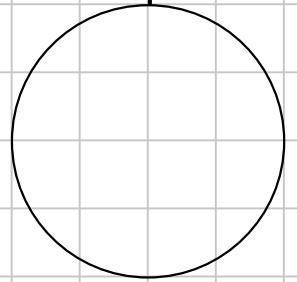
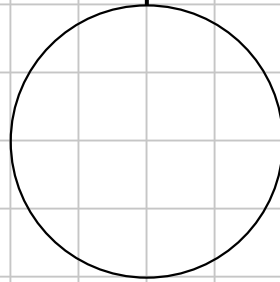
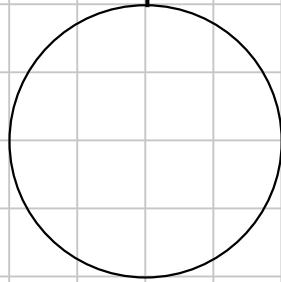
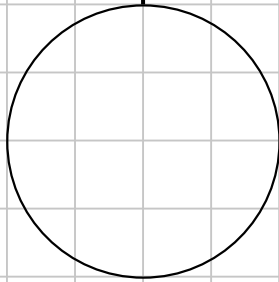
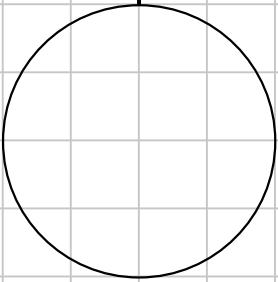
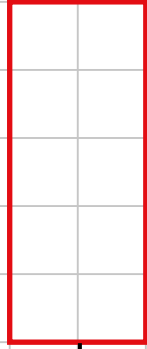
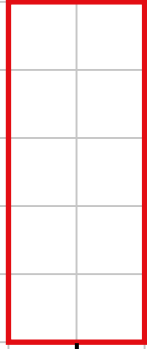
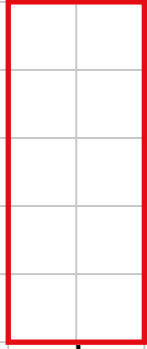
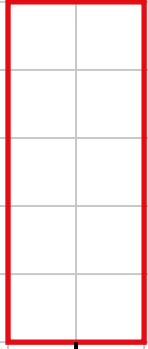
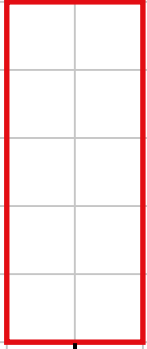
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NUMERI I

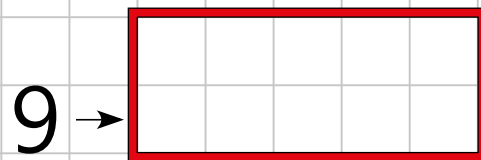
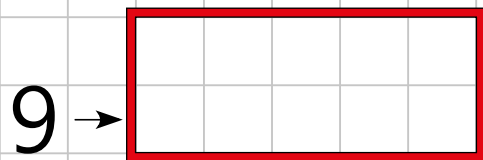
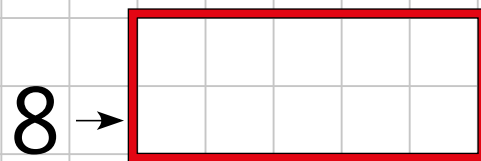
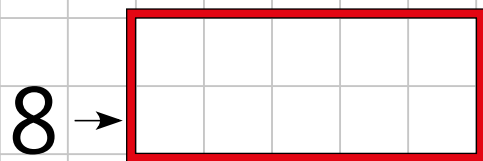
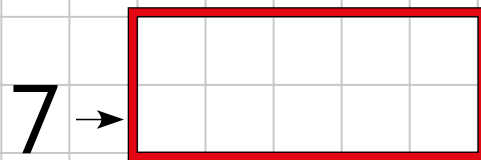
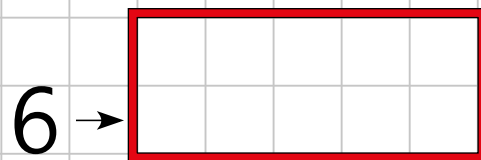
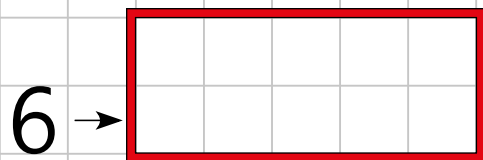
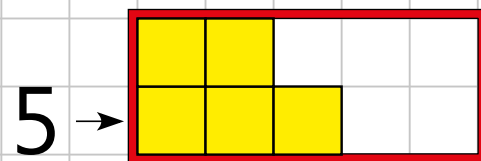
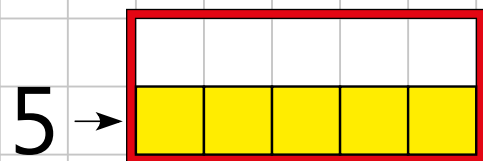
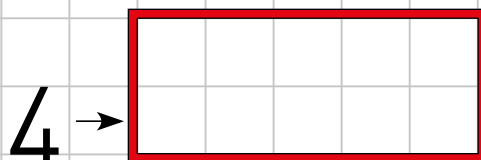
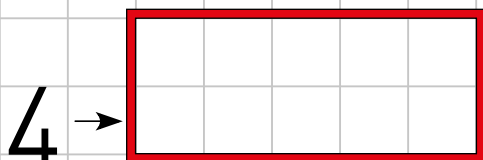
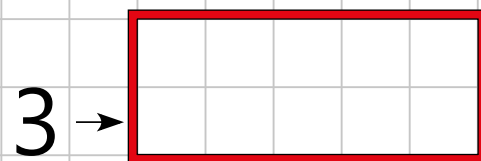
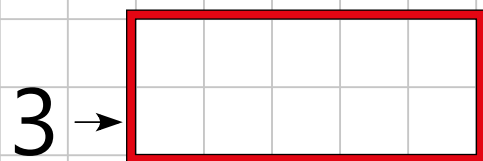
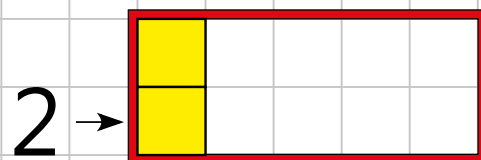
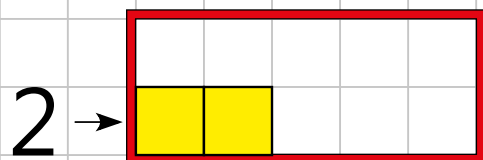
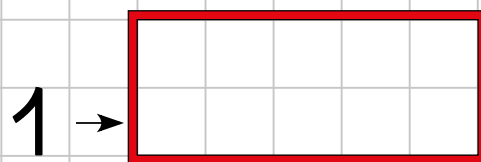
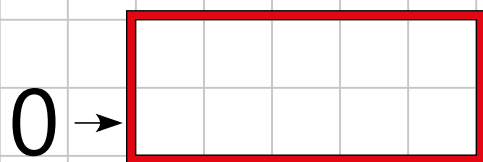
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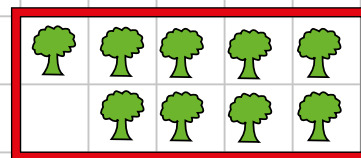
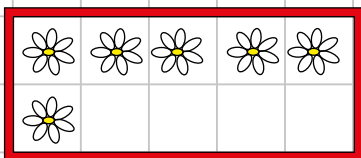
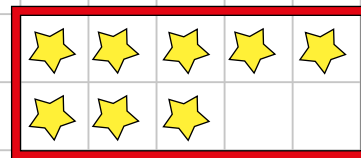
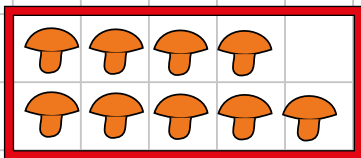
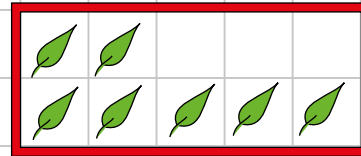
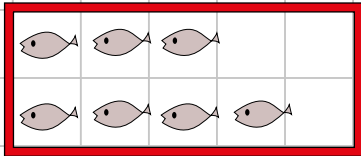
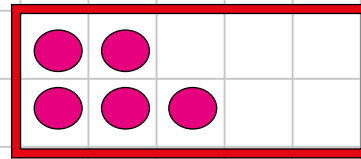
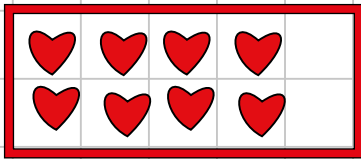


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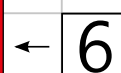
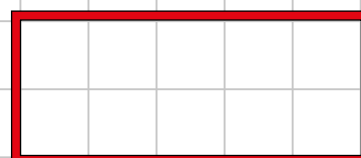
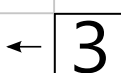
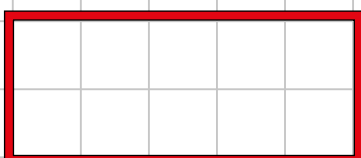
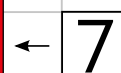
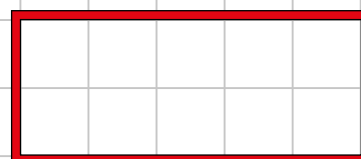
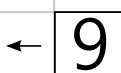
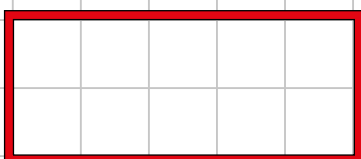
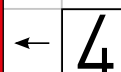
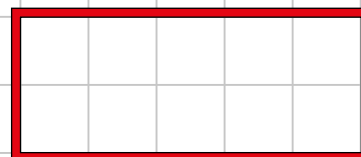
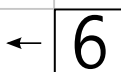
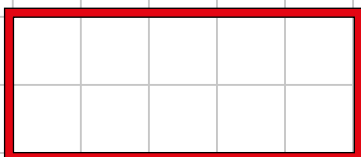
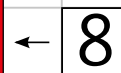
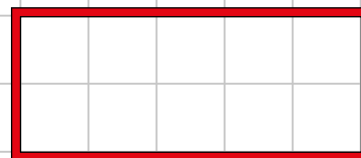
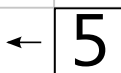
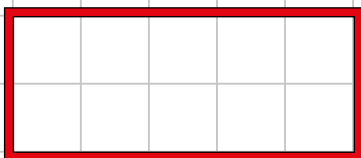
(IN DUE POSIZIONI DIVERSE)



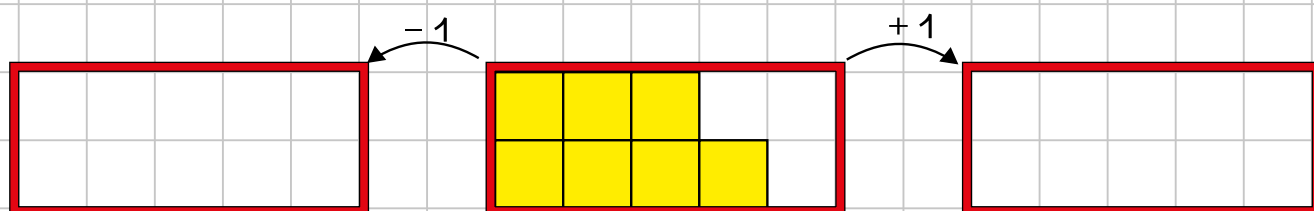
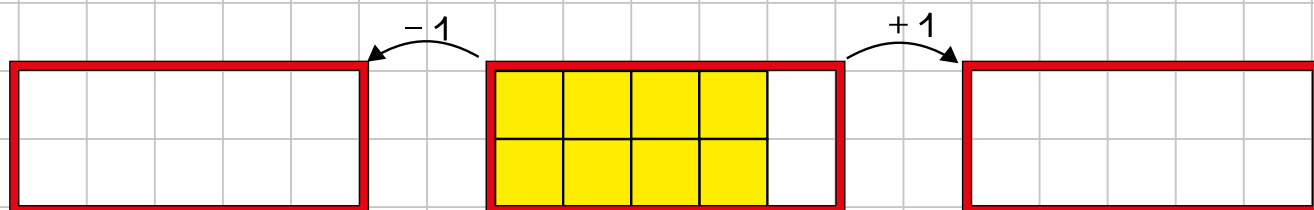
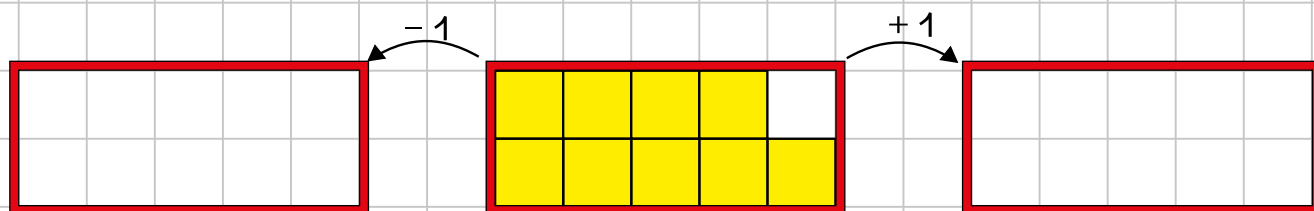
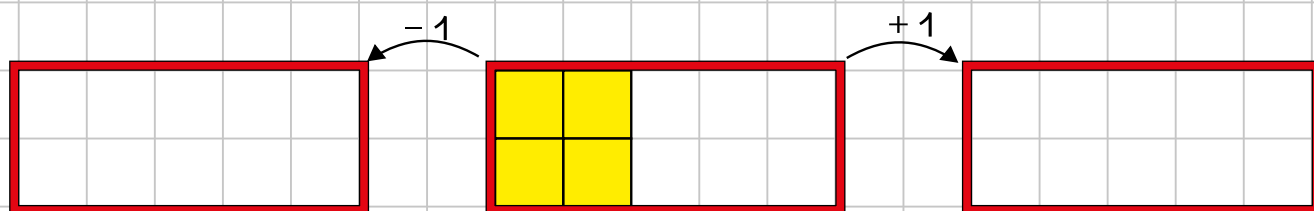
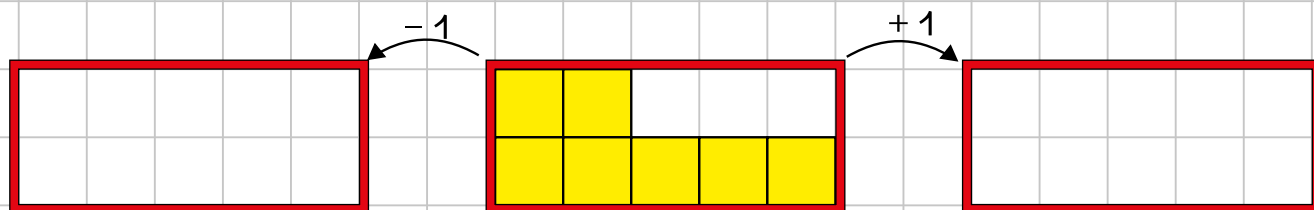
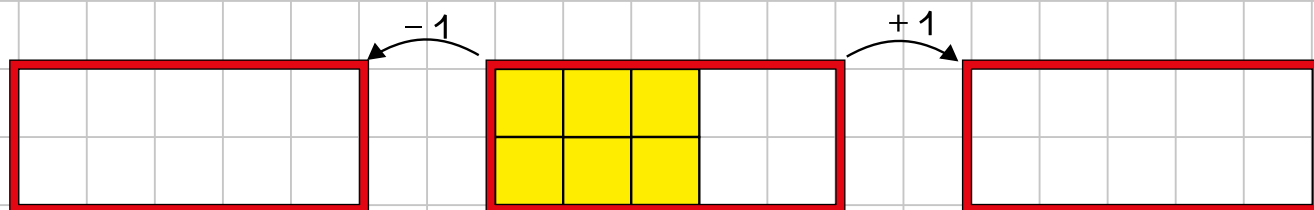
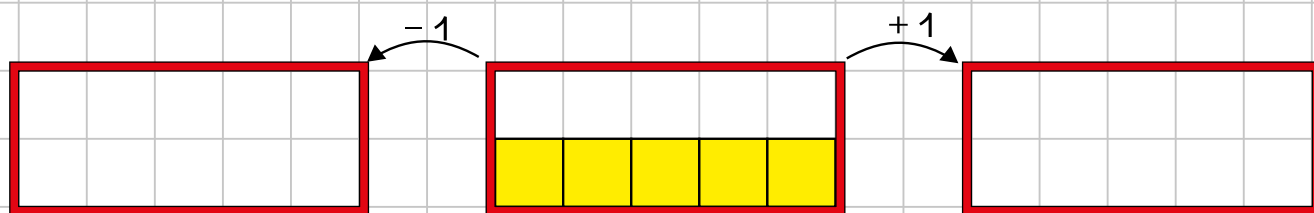
METTI IL NUMERO:



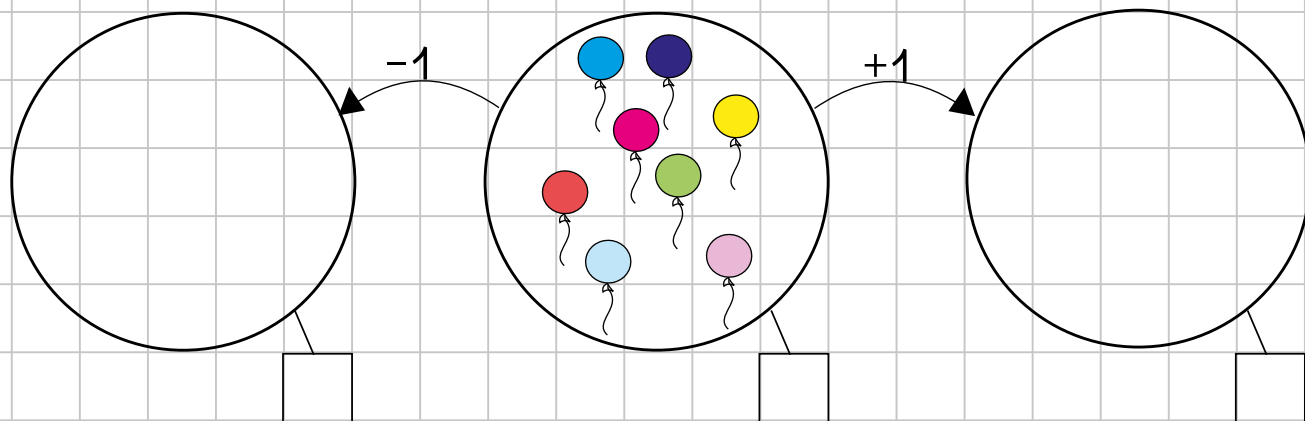
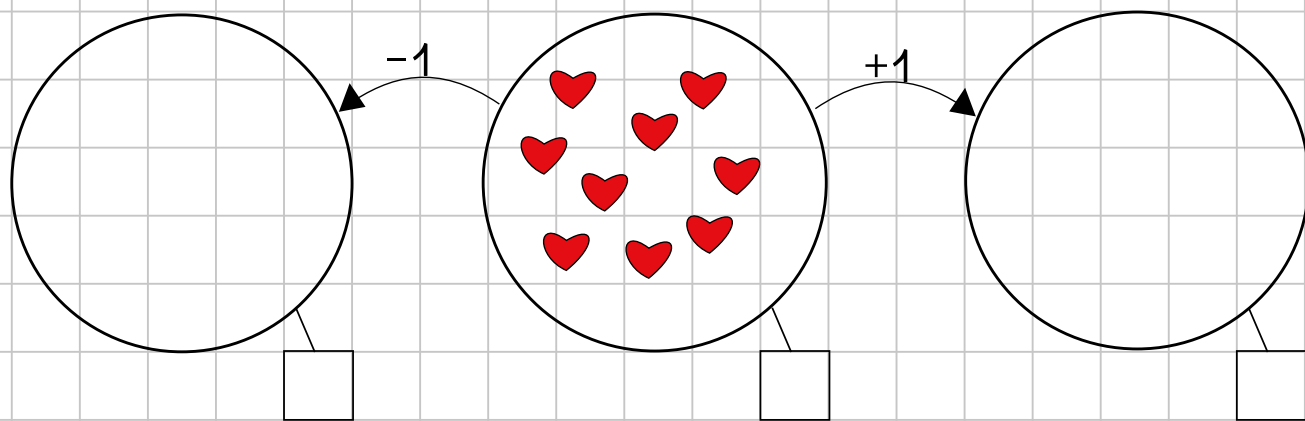
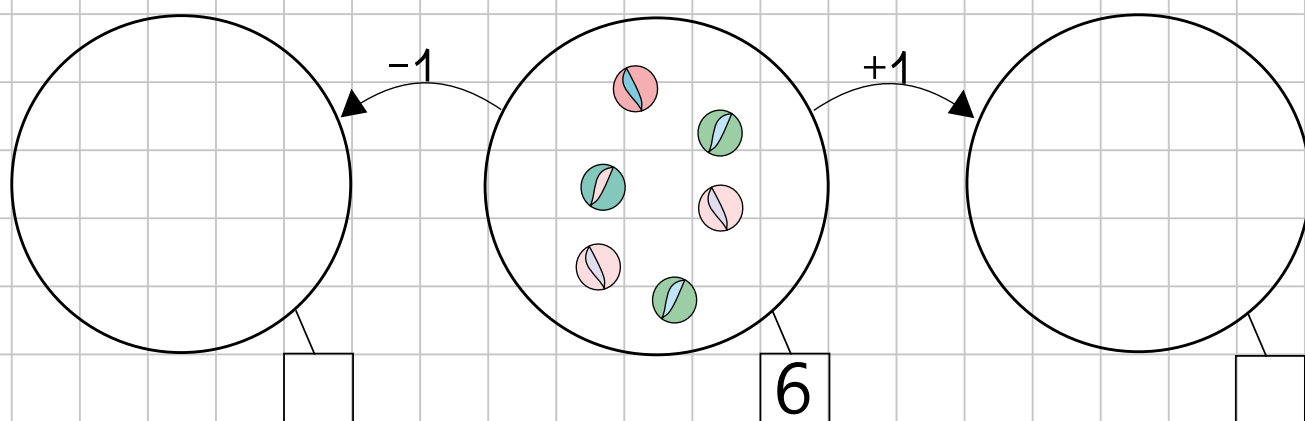
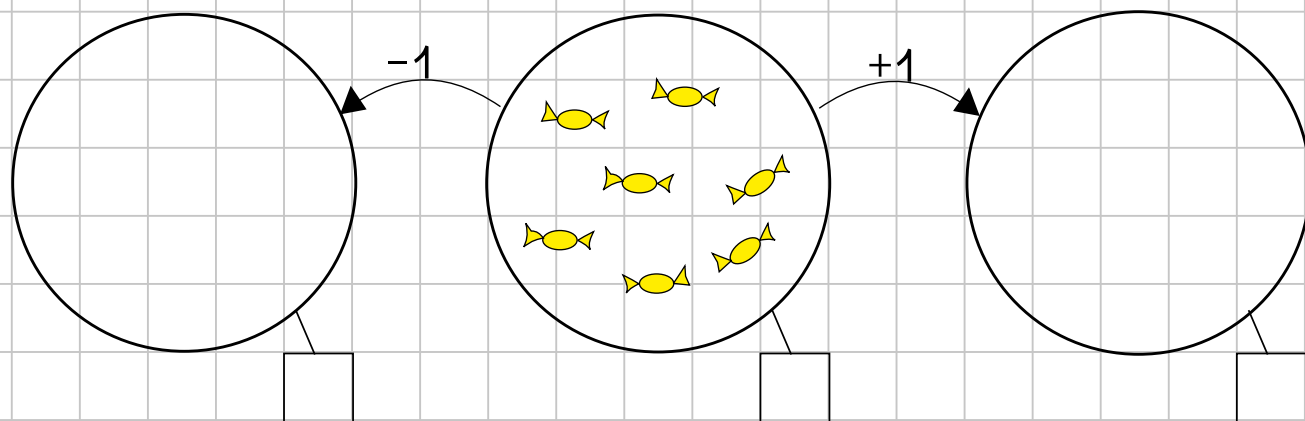
DISEGNA:



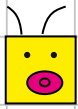
COMPLETA:



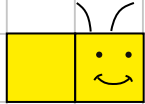
COMPLETA:



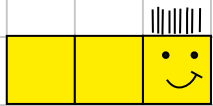
LA FAMIGLIA DEI BRUCHINI



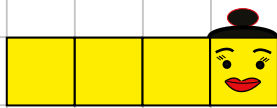
1 BRUCHINO



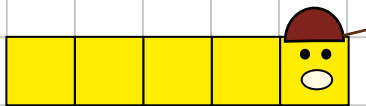
2 BRUCHINO



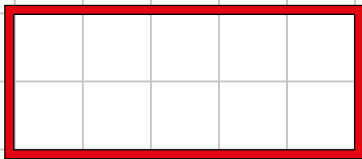
3 BRUCHINO



4 MAMMA BRUCO



5 PAPÀ BRUCO



LA MACCHINA

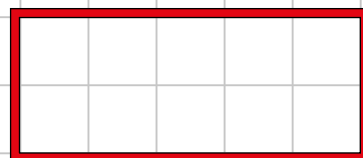
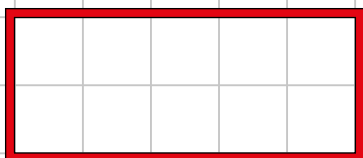
CHI È PIÙ LUNGO?

CHI È PIÙ CORTO?

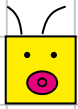
POSSONO ENTRARE TUTTI INSIEME NELLA MACCHINA?

COME POSSONO FARE PER ANDARE A SCUOLA?

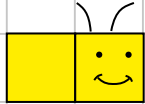
(disegna e rispondi)



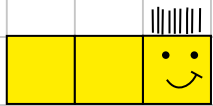
LA FAMIGLIA DEI BRUCHINI



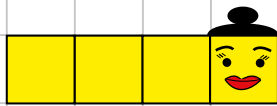
BRUCHINO UNO



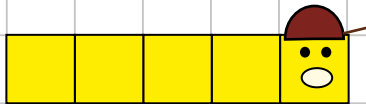
BRUCHINO DUE



BRUCHINO TRE



MAMMA BRUCO



PAPÀ BRUCO

QUANTI POSTI OCCUPANO? (disegna e rispondi)

PAPÀ BRUCO E BRUCHINO 1

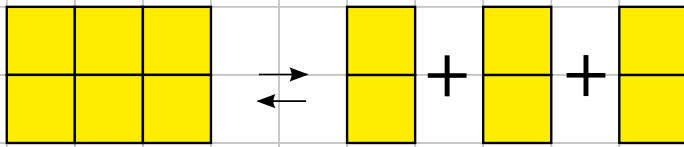
PAPÀ BRUCO E BRUCHINO 2

PAPÀ BRUCO E BRUCHINO 3

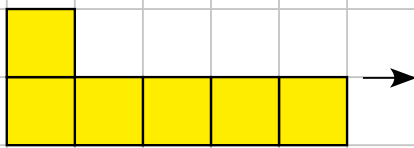
MAMMA BRUCO E BRUCHINO 3

MAMMA BRUCO E BRUCHINO 1

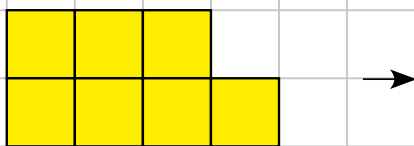
FACCIAMO I NUMERI A PEZZETTI E POI LI RICOMPONIAMO



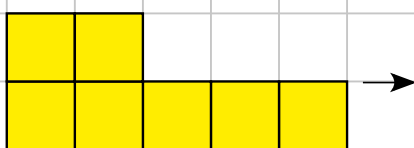
$$6 = 2 + 2 + 2$$
$$2 + 2 + 2 = 6$$



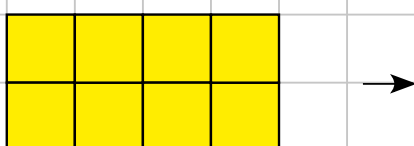
$$6 =$$



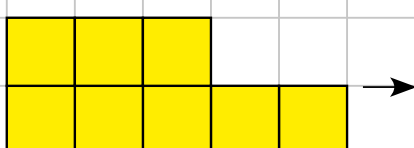
$$7 =$$



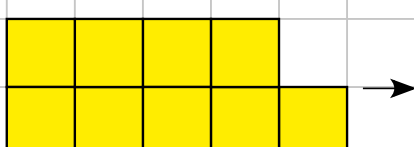
$$7 =$$



$$8 =$$



$$8 =$$



$$9 =$$

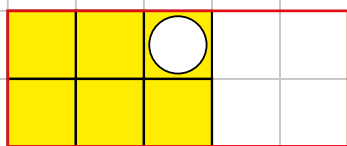
continua nel tuo quaderno

Attività: i bambini scompongono il "numero" dato e osservano le figure ottenute, poi le ricompongono. Diranno, per esempio, che $6=2+2+2$ e che $2+2+2=6$.

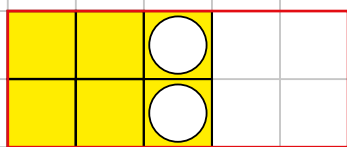
QUANTI BUCHI? QUANTI SENZA?

(SCOMPOSIZIONI)

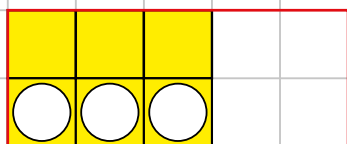
DEL NUMERO **6**



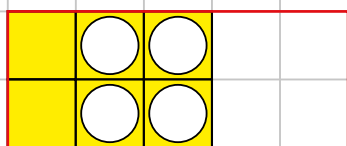
1, 5



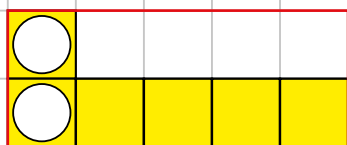
.....,



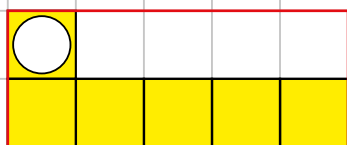
.....,



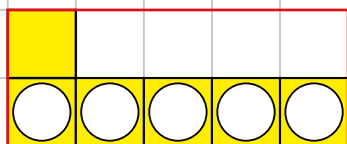
4,



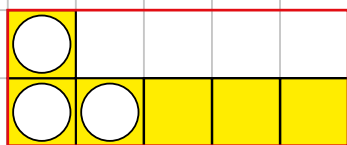
.....,



.....,

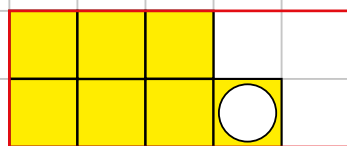


.....,

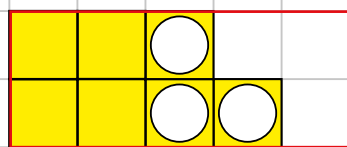


.....,

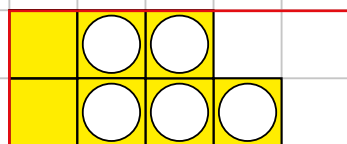
DEL NUMERO **7**



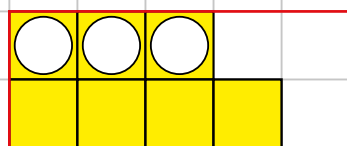
.....,



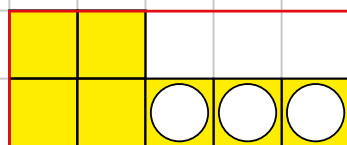
.....,



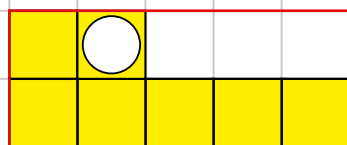
5,



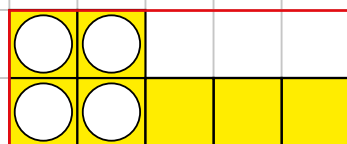
.....,



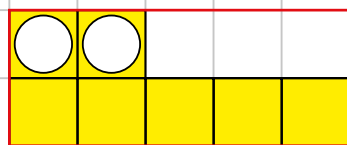
.....,



.....,



.....,



.....,

Attività: l'insegnante dispone i cubetti nelle scatoline, alcuni con i buchi, altri senza. I bambini devono riconoscere in un gioco di velocità: quanti sono in tutto, quanti con il buco e quanti senza.

QUANTI BUCHI? QUANTI SENZA?

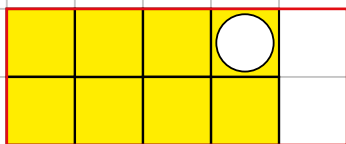
(SCOMPOSIZIONI)

DEL NUMERO

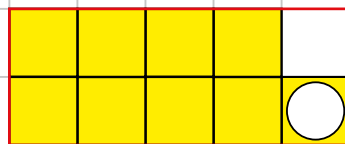
8

DEL NUMERO

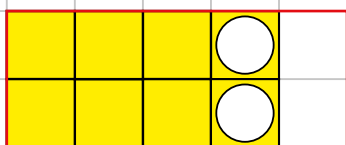
9



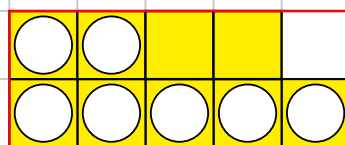
.....,



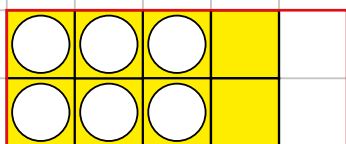
.....,



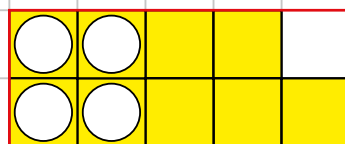
.....,



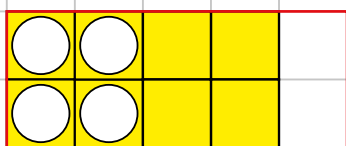
.....,



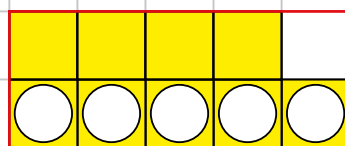
6,



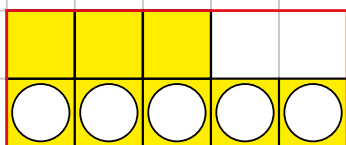
.....,



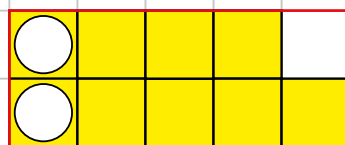
.....,



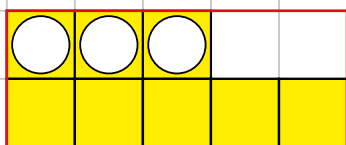
.....,



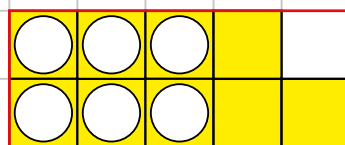
.....,



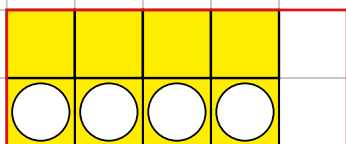
.....,



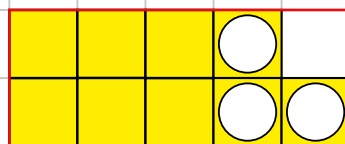
.....,



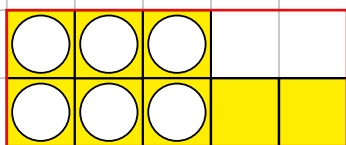
.....,



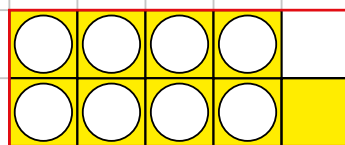
.....,



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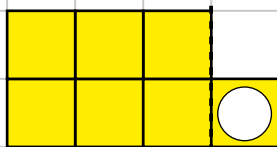


.....,

Attività: : l'insegnante dispone i cubetti nelle scatoline, alcuni con i buchi, altri senza. I bambini devono riconoscere in un gioco di velocità: quanti sono in tutto, quanti con il buco e quanti senza.

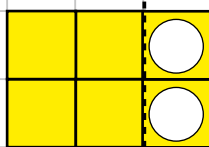
ATTACCA E STACCA

$6 + 1 = 7$



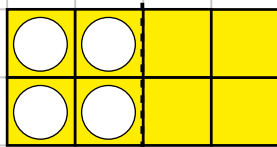
$7 - 1 =$

$4 + 2 = 6$



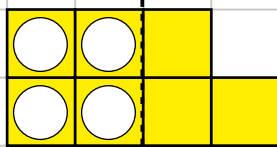
$6 - 2 =$

$4 + 4 =$



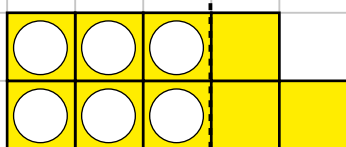
$- =$

$4 + 3 =$



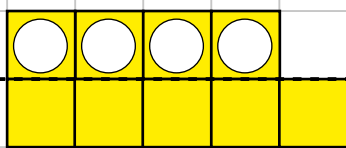
$- =$

$6 + 3 =$



$- =$

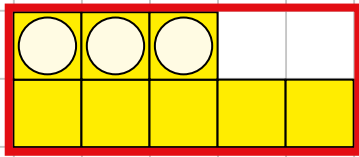
$5 + 4 =$



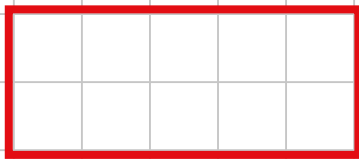
$- =$

Attività: i bambini "attaccano e staccano" i cubetti, accompagnando l'azione con l'espressione verbale che indica l'operazione fatta: "aggiungo", "tolgo".

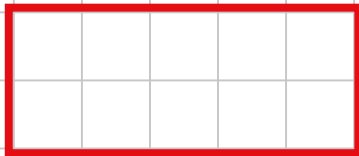
ADDIZIONE



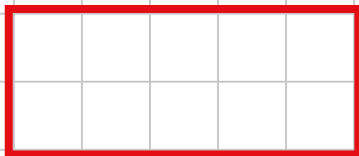
$5 + 3 = \dots$



$3 + 4 = \dots$



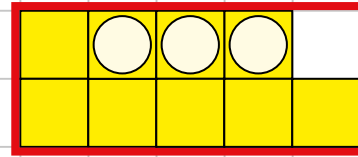
$8 + 1 = \dots$



$5 + 2 = \dots$



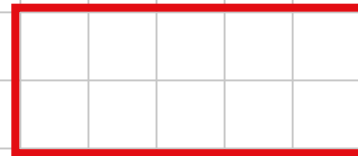
$7 + 1 = \dots$



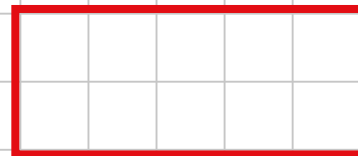
$6 + 3 = \dots$



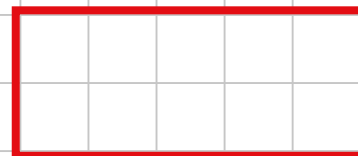
$2 + 7 = \dots$



$4 + 5 = \dots$



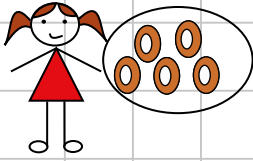
$6 + 2 = \dots$



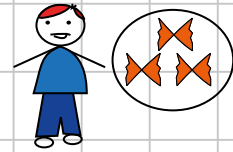
$9 + 0 = \dots$

Attività: addizioni con i cubetti. Si suggerisce di mettere nei coperchietti i cubetti da sommare e di distinguere gli addendi posizionando i cubetti del secondo addendo con i buchi rivolti verso l'alto.

PROBLEMI

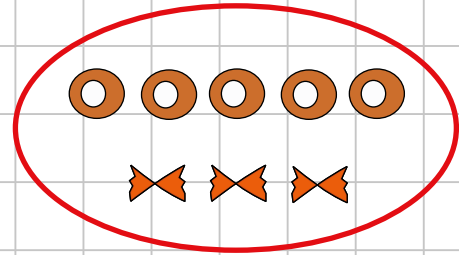
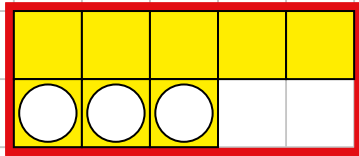


MIRIAM PORTA 5 CIAMBELLINE



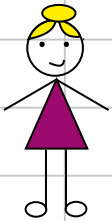
MARCO PORTA 3 FRAPPE

QUANTI DOLCI **IN TUTTO**?



OPERAZIONE: \bigcirc = _____ **DOLCI**

RISPOSTA: I **DOLCI IN TUTTO** SONO: _____

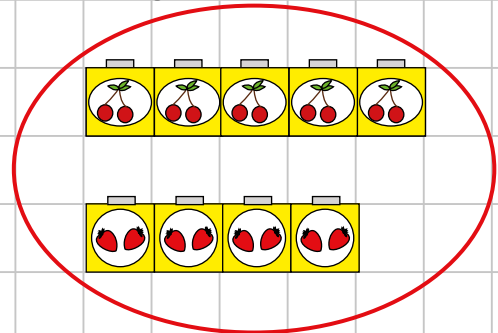


LA NONNA HA FATTO:

5 VASETTI DI MARMELLATA DI CILIEGIE

E 4 VASETTI DI MARMELLATA DI FRAGOLE

QUANTI VASETTI **IN TUTTO**?

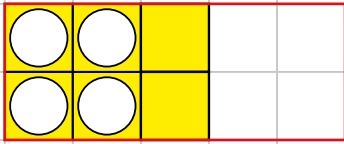


_____ \bigcirc = _____ **VASETTI**

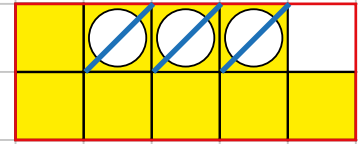
RISPOSTA: I **VASETTI IN TUTTO** SONO _____

TOGLI I CUBETTI CON I BUCHI

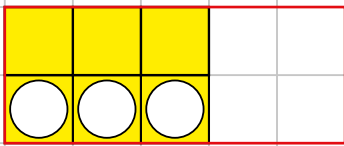
ILLUSTRA E SOTTRAI



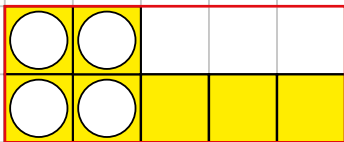
$$6 - 4 = 2$$



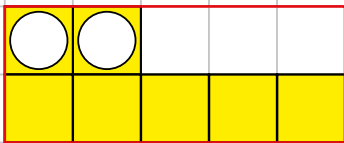
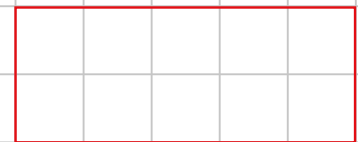
$$9 - 3 =$$



$$- =$$

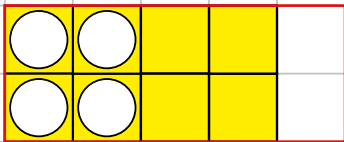


$$- =$$

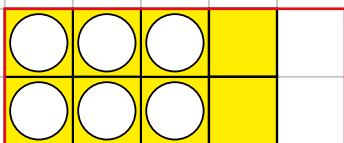
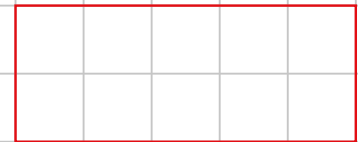


$$- =$$

$$6 - 2 =$$

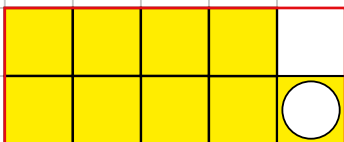


$$- =$$

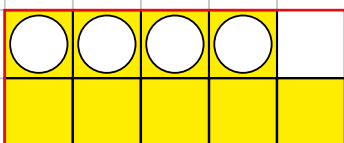
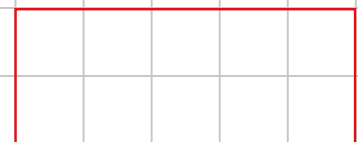


$$- =$$

$$8 - 5 =$$



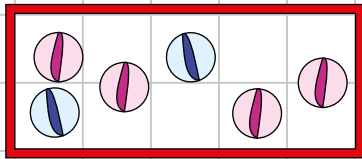
$$- =$$



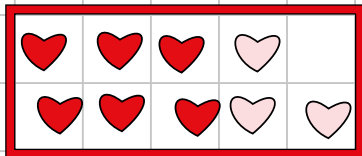
$$- =$$

$$7 - 3 =$$

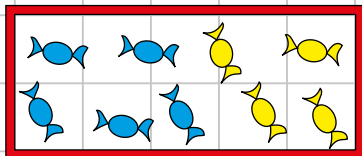
SOTTRAI I DIVERSI



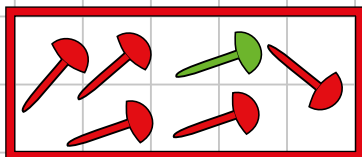
$$6 - 2 = \underline{\hspace{2cm}}$$



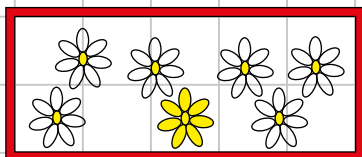
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



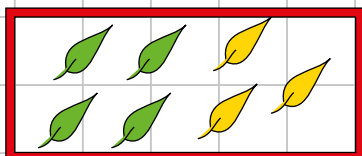
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



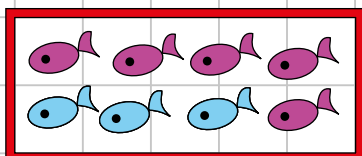
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

ILLUSTRA E SOTTRAI

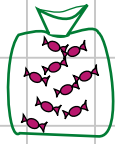
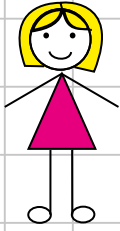
$$9 - 3 =$$

$$6 - 2 =$$

$$8 - 5 =$$

$$7 - 3 =$$

PROBLEMI

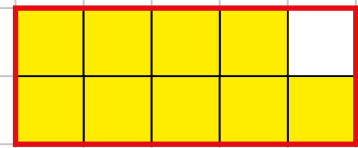
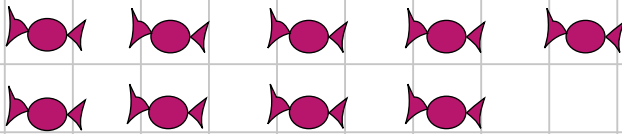


LA MAMMA HA 9 



NE REGALA 4 A LUCA

QUANTE CARMELLE LE RESTANO?



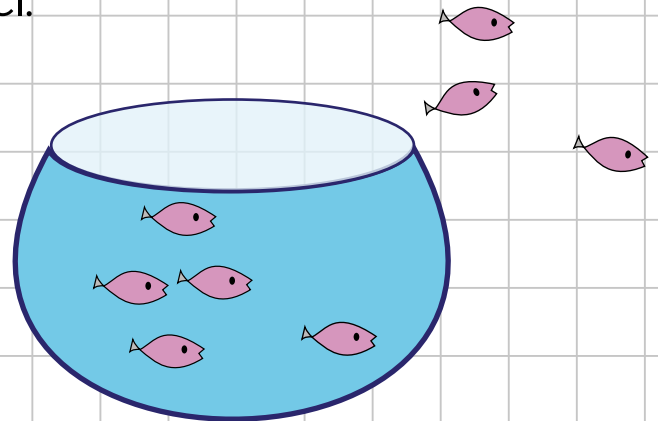
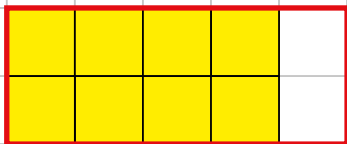
OPERAZIONE: _____ ○ _____ = _____

RISPOSTA: RESTANO _____ CARMELLE

NELL'ACQUARIO C'ERANO 8 PESCI.

3 SONO SALTATI FUORI.

QUANTI PESCI SONO RIMASTI?



OPERAZIONE: _____ ○ _____ = _____

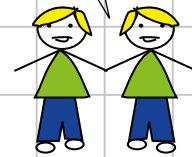
RISPOSTA: SONO RIMASTI _____ PESCI

PARI E DISPARI

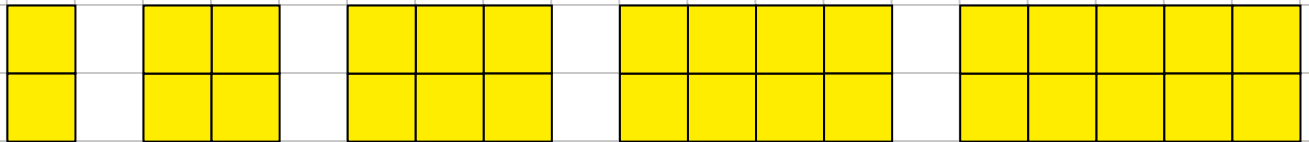
UN NUMERO DI OGGETTI È **PARI** SE RIUSCIAMO

A DISTRIBUIRLI IN DUE FILE UGUALI, ALTRIMENTI È DISPARI

A noi gemelli piacciono i numeri **pari**, così non litighiamo



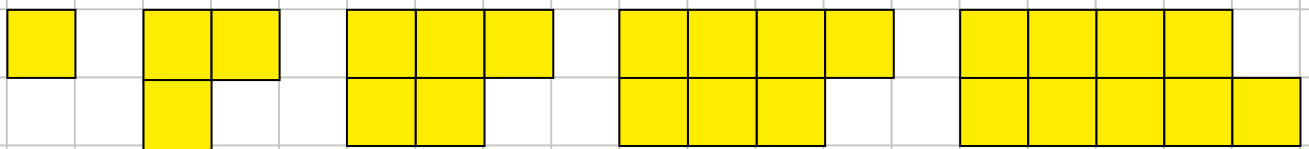
SONO PARI:



2



SONO DISPARI:



1



DISEGNA NELLA COLONNA GIUSTA I NUMERI 12-13-14-15:

PARI (DUE FILE UGUALI)

DISPARI

--	--

CONTINUA TU:

PARI



2

4



DISPARI

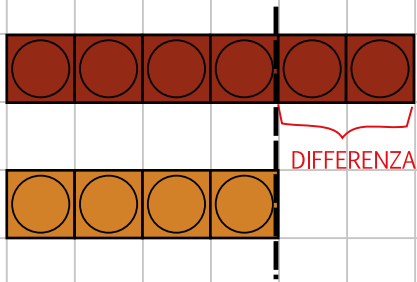


1

3

DIFFERENZA

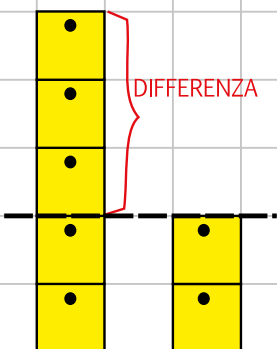
PAOLO HA 6 SCACCHI DI CIOCCOLATA FONDENTE
LISA HA 4 SCACCHI DI CIOCCOLATA AL LATTE



QUANTI DI PIÙ?
QUANTI DI MENO?
QUAL È LA DIFFERENZA?

PAOLO HA ____ SCACCHI IN PIÙ
LISA HA ____ SCACCHI IN MENO
○ = ____
LA DIFFERENZA È DI ____ SCACCHI

L'ARMADIO DI MIRIAM HA 5 CASSETTI
L'ARMADIO DI ALICE HA 2 CASSETTI

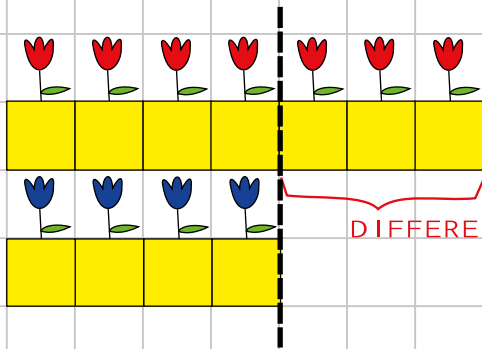


QUANTI DI PIÙ?
QUANTI DI MENO?
QUAL È LA DIFFERENZA?



MIRIAM HA ____ CASSETTI IN PIÙ
ALICE HA ____ CASSETTI IN MENO
○ = ____
LA DIFFERENZA È DI ____ CASSETTI

DIFFERENZA

ABBIAMO 7 VASI CON I FIORELLINI ROSSI E
4 CON I FIORELLINI BLU

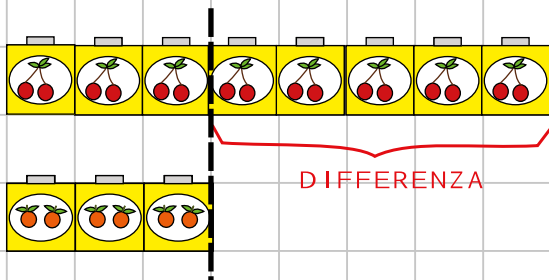



$$7 - 4 = \dots ?$$


I  ROSSI SONO IN PIÙ
I  BLU SONO IN MENO

LA DIFFERENZA È DI VASI

ABBIAMO 8 VASETTI DI MARMELLATA DI CILIEGIE
E 3 VASETTI DI MARMELLATA DI ARANCE



I  SONO IN PIÙ

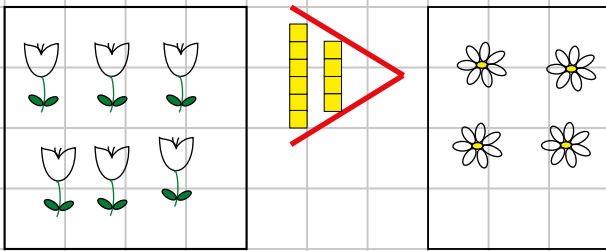
I  SONO IN MENO

 ○ =

LA DIFFERENZA È DI VASETTI

CONFRONTA QUANTITÀ

MAGGIORE

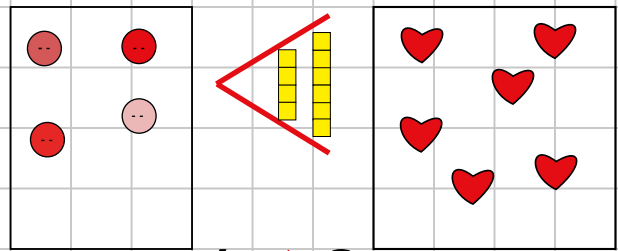


$$6 > 4$$

I TULIPANI SONO **DI PIÙ** DELLE MARGHERITE

6 È **MAGGIORE** DI 4

MINORE

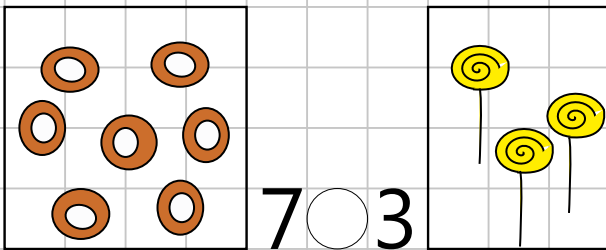


$$4 < 6$$

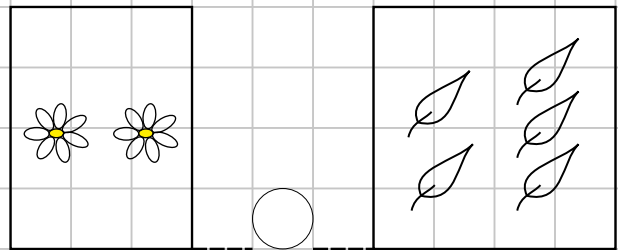
I BOTTONI SONO **DI MENO** DEI CUORI

4 È **MINORE** DI 6

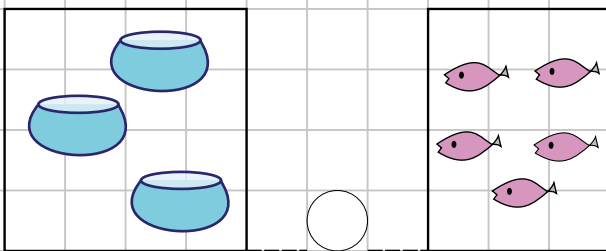
COMPLETA CON $<$, $>$ o $=$



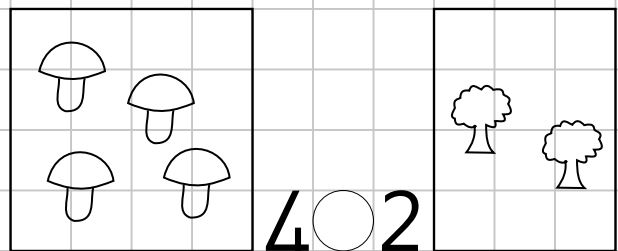
$$7 \bigcirc 3$$



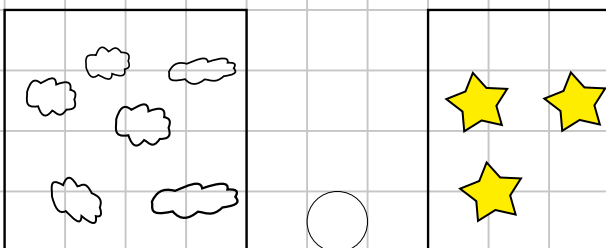
$$\bigcirc$$



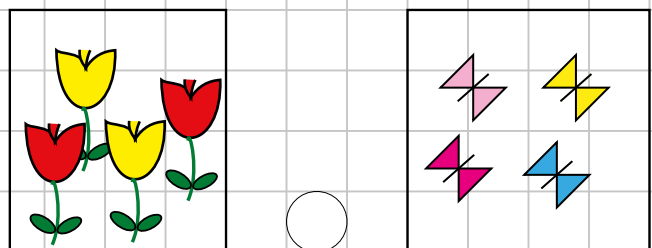
$$\bigcirc$$



$$4 \bigcirc 2$$



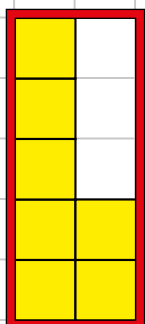
$$\bigcirc$$



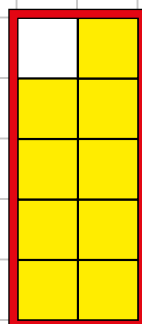
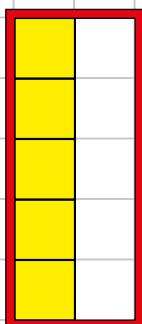
$$\bigcirc$$

MAGGIORE >, MINORE <, UGUALE =

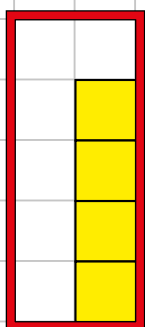
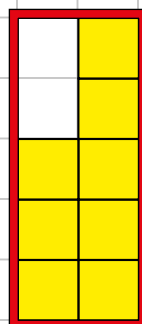
COMPLETA:



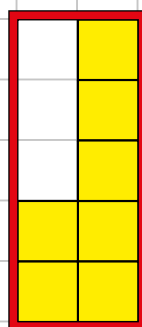
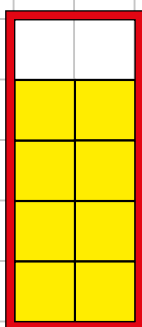
7 > 5



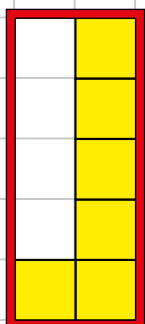
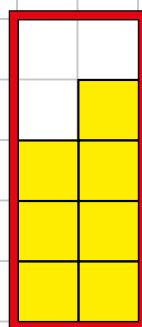
○



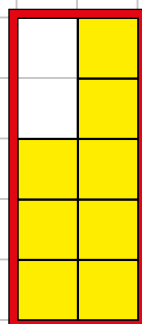
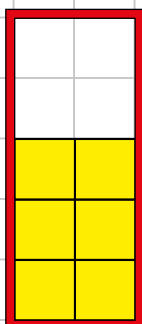
○



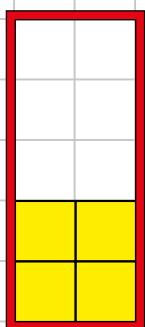
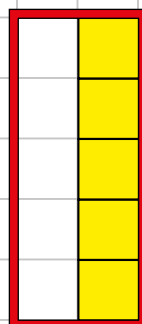
○



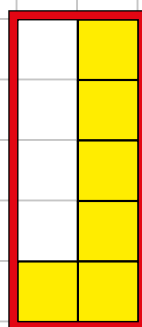
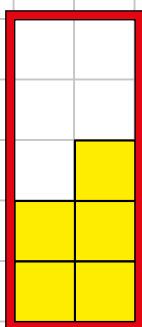
○



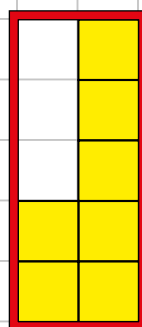
○



○

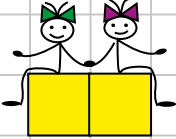


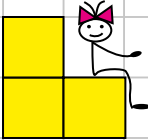
○




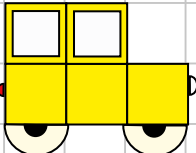
LA FILASTROCCA

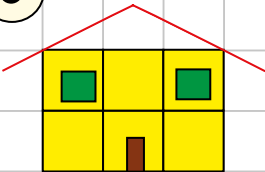
1 CUBETTO  UNO SGABELLO

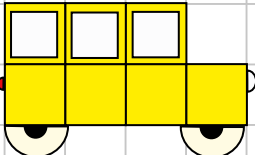
2 CUBETTI  UNA PANCHINA

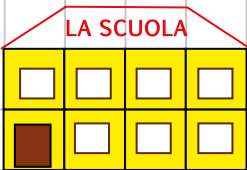
3 CUBETTI  UNA SEDIOLINA

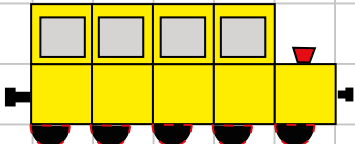
4 CUBETTI  UNA FINESTRINA

5 CUBETTI  UNA MACCHININA

6 CUBETTI  UNA CASETTINA

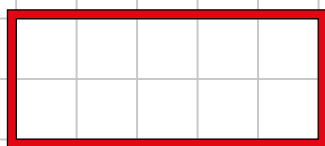
7 CUBETTI  UN BUS IO HO

8 CUBETTI  A SCUOLA CI VO'

9 CUBETTI  UNA LITTORINA

10 CUBETTI  UNA BELLA DECINA

SONO SOLO UNA



SCATOLINA

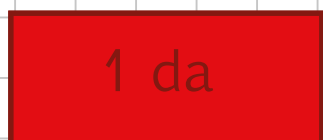
MA SE SONO PIENA

DIVENTO

1 DECINA



SE MI GIRI SON COSÌ



IL MIO POSTO

È QUESTO QUI



DISEGNA DIECI ELEMENTI:

DISEGNA DIECI



DISEGNA DIECI



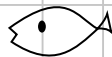
DISEGNA DIECI



DISEGNA DIECI



DISEGNA DIECI



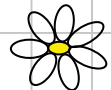
DISEGNA DIECI



DISEGNA DIECI



DISEGNA DIECI



DISEGNA DIECI

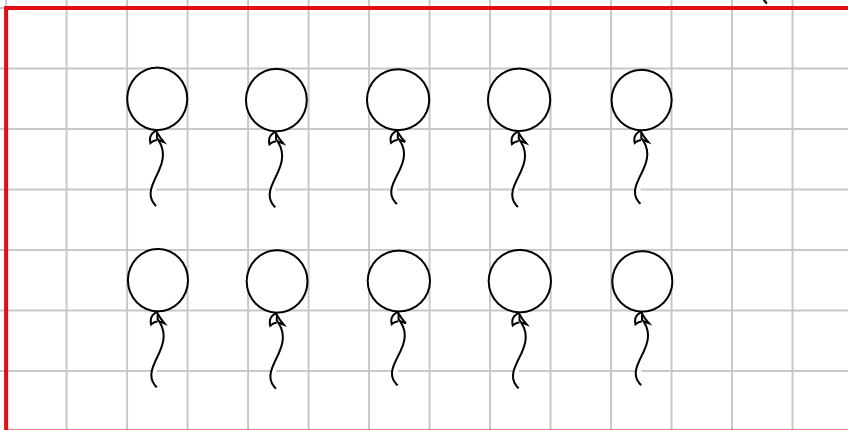
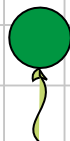


DISEGNA DIECI

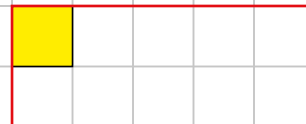


DISEGNA UNA DECINA DI...

DISEGNA UNA DECINA DI

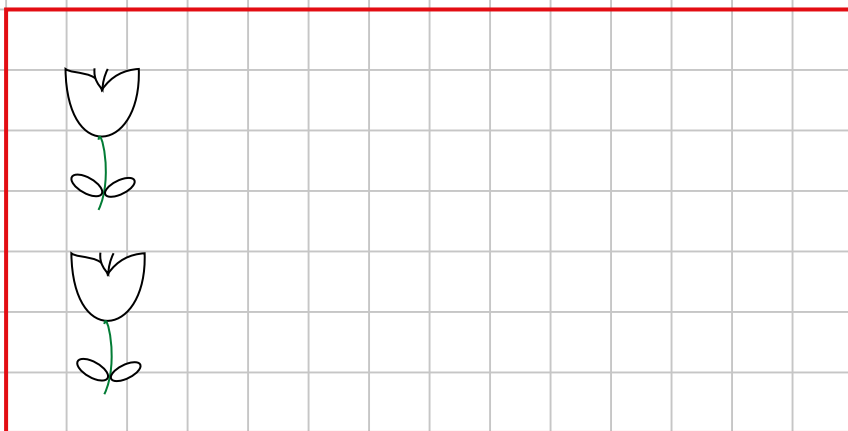
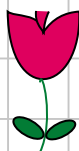


TRASFORMA
IN CUBETTI

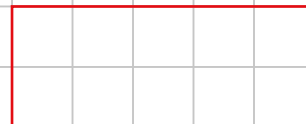


1 da

DISEGNA UNA DECINA DI

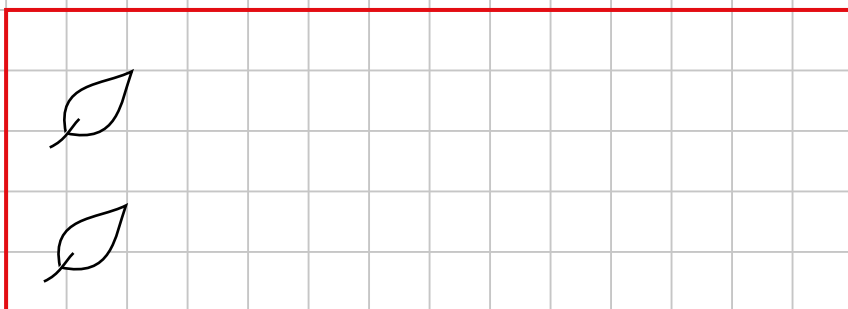


TRASFORMA
IN CUBETTI

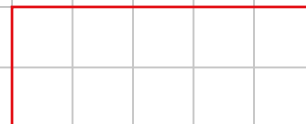


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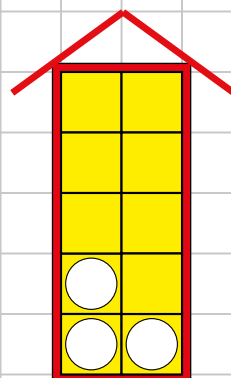


TRASFORMA
IN CUBETTI



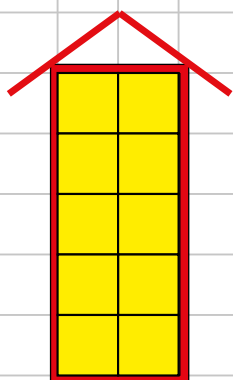
1 da

NEL CONDOMINIO
 CONTA FACILE
 ABITANO 10 BAMBINI



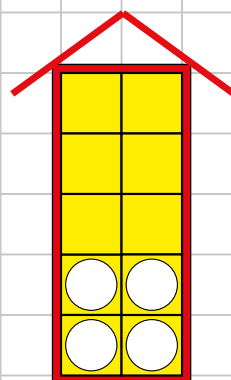
..... DORMONO

..... SVEGLI



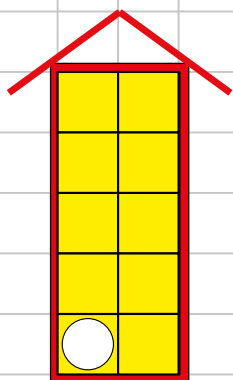
10 DORMONO

0 SVEGLI



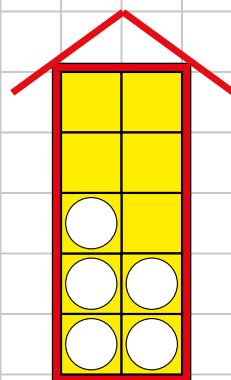
..... DORMONO

..... SVEGLI



9 DORMONO

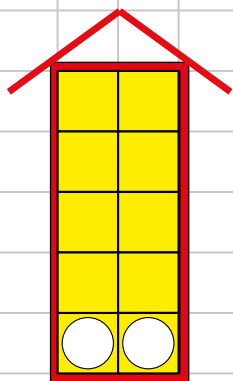
1 SVEGLIO



..... DORMONO

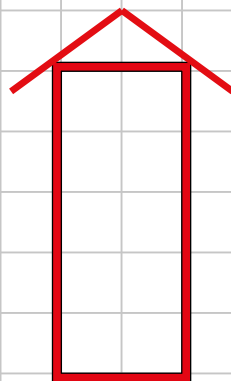
..... SVEGLI

CONTINUA TU:



8 DORMONO

2 SVEGLI



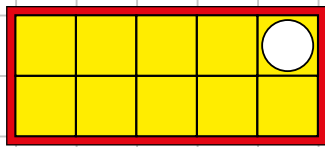
..... DORMONO

..... SVEGLI

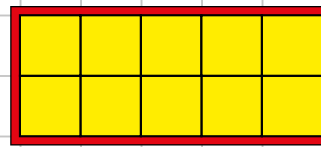
Attività: l'insegnante prepara scatoline piene (i "palazzi") con cubetti con e senza buchi in varie combinazioni; gli alunni devono riconoscere, in un gioco di velocità, quanti bambini sono "svegli" e quanti "dormono".

QUANTI BUCHI? QUANTI SENZA?

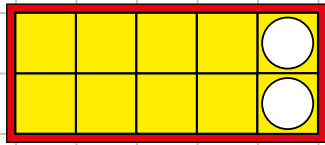
(LE COPPIE DEL DIECI)



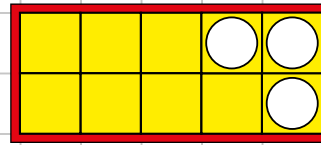
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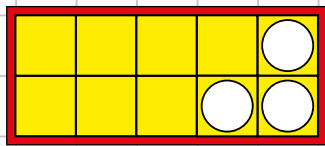
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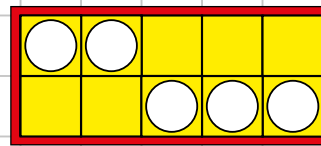
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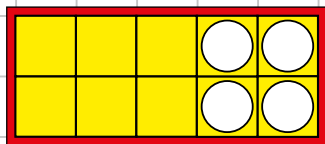
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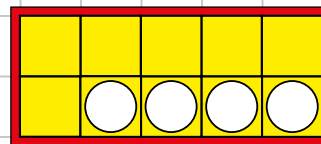
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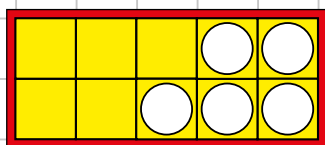
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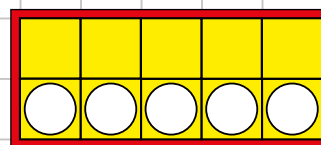
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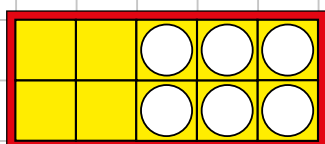
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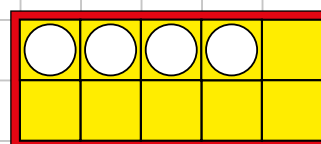
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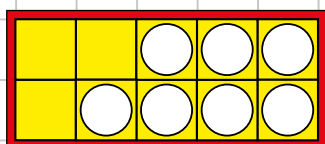
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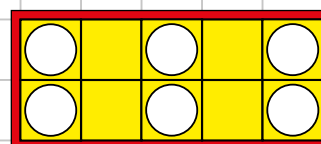
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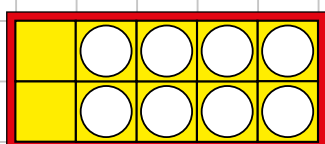
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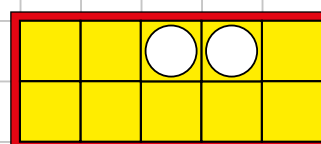
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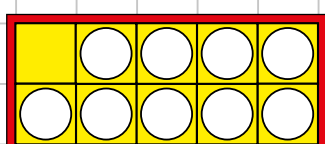
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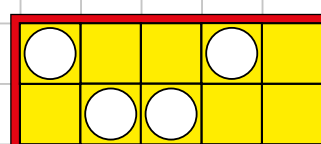
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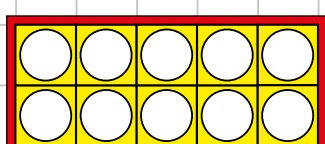
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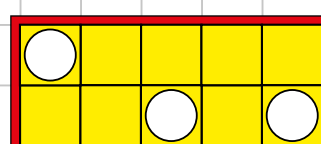
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.....,



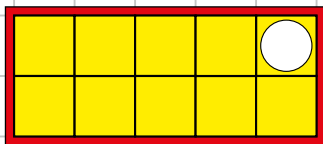
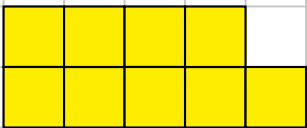

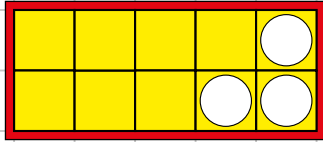
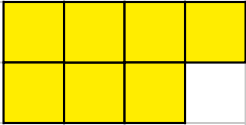
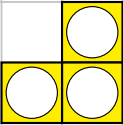
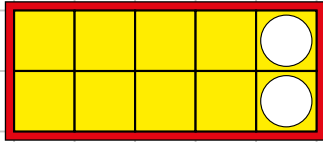
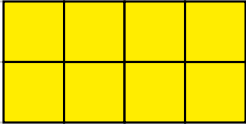
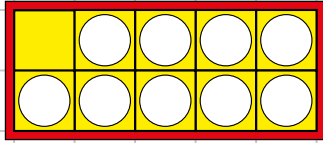

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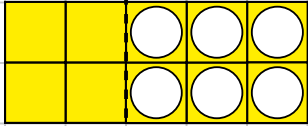
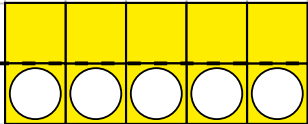
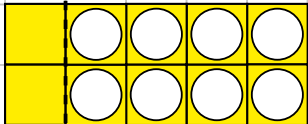
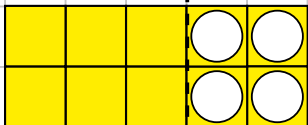
.....,

Attività: l'insegnante prepara scatoline piene con cubetti con e senza buchi in varie combinazioni; gli alunni devono riconoscere, in un gioco di velocità, quanti sono con il buco e quanti senza.

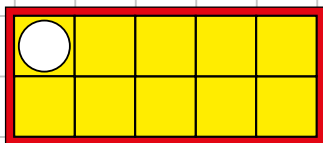
FACCIAMO IL DIECI A PEZZETTI

	=		+		$10 = 9 + 1$
	=		+		$10 = \dots + \dots$
	=		+		$10 = \dots + \dots$
	=		+		$10 = \dots + \dots$

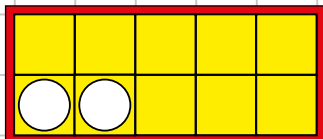
ATTACCA E STACCA

$4 + 6 = 10$		$10 - 6 = \dots$
$\dots + \dots = \dots$		$\dots - \dots = \dots$
$\dots + \dots = \dots$		$\dots - \dots = \dots$
$\dots + \dots = \dots$		$\dots - \dots = \dots$

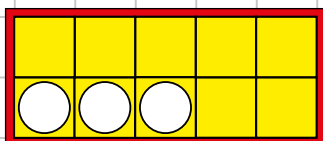
FORMA LA DECINA:



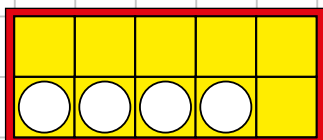
$$1 + \dots = 10$$



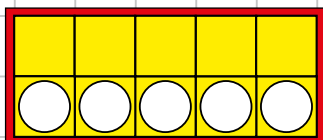
$$\dots + \dots = 10$$



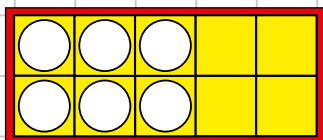
$$\dots + \dots = 10$$



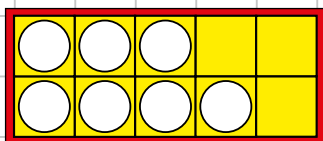
$$\dots + \dots = 10$$



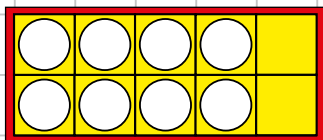
$$\dots + \dots = 10$$



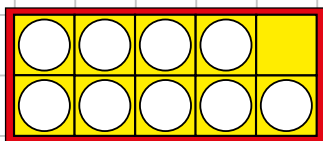
$$\dots + \dots = 10$$



$$\dots + \dots = 10$$

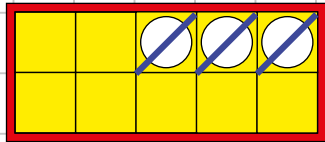


$$\dots + \dots = 10$$

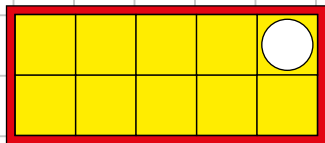


$$\dots + \dots = 10$$

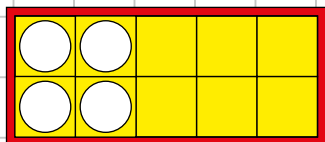
TOGLI I CUBETTI CON I BUCHI



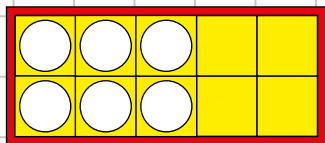
$10 - 3 =$



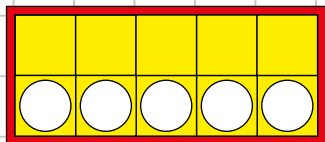
$10 - 1 =$



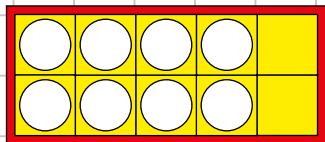
$10 - =$



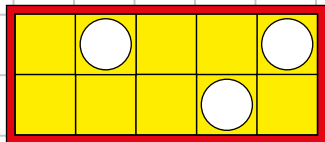
$10 - =$



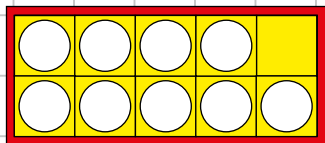
$10 - =$



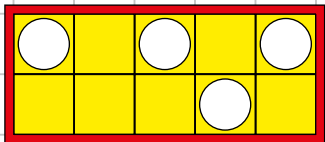
$10 - =$



$10 - =$

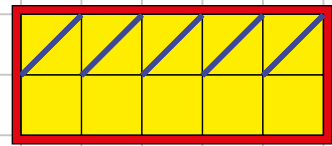


$10 - =$

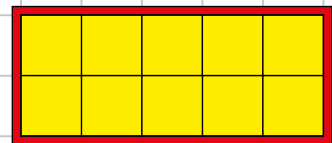


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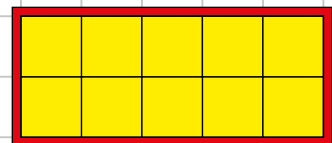
SOTTRAI:



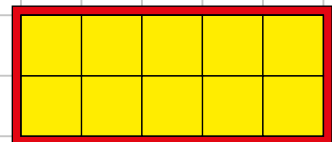
$10 - 5 =$



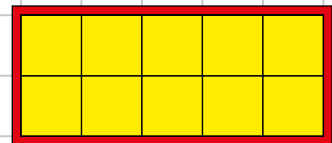
$10 - 7 =$



$10 - 2 =$



$10 - 6 =$



$10 - 4 =$

Attività: i bambini tolgono i cubetti con i buchi e registrano l'operazione.

PROBLEMA

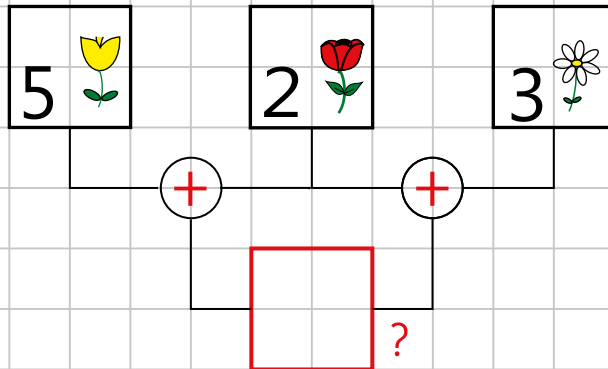
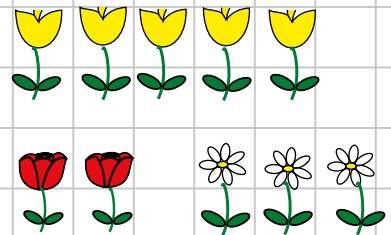
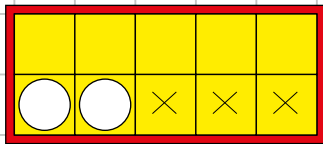
TESTO:

Lucia raccoglie 5 tulipani, Maria 2 rose e
Silvia 3 margherite.

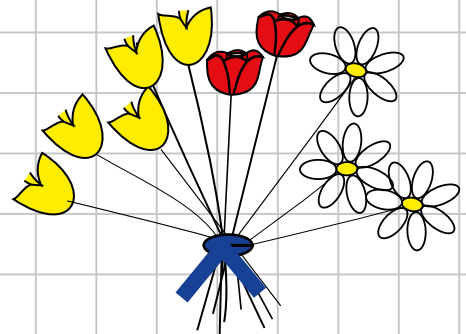
DOMANDA:

Quanti fiori raccolgono in tutto?

RISOLUZIONE:



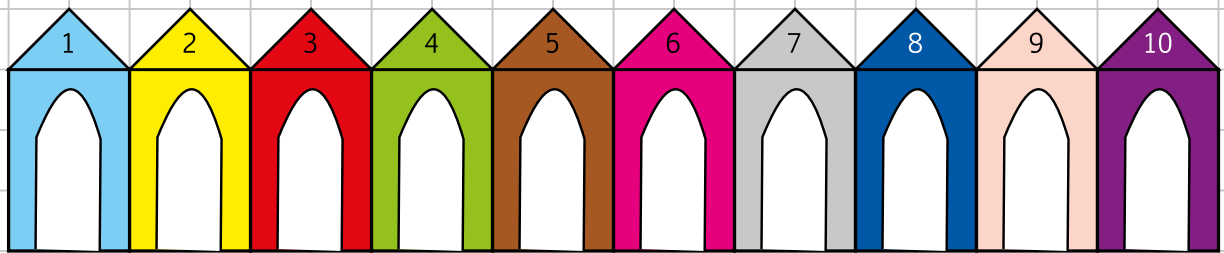
$$5 \bigcirc 2 \bigcirc 3 = \text{-----} \text{ FIORI}$$



RISPOSTA:

Le bambine raccolgono in tutto ----- fiori

I NUMERI ORDINALI



La **prima** cabina è celeste

La **seconda** cabina è

La **terza** cabina è

La **quarta** cabina è

La **quinta** cabina è

La **sesta** cabina è

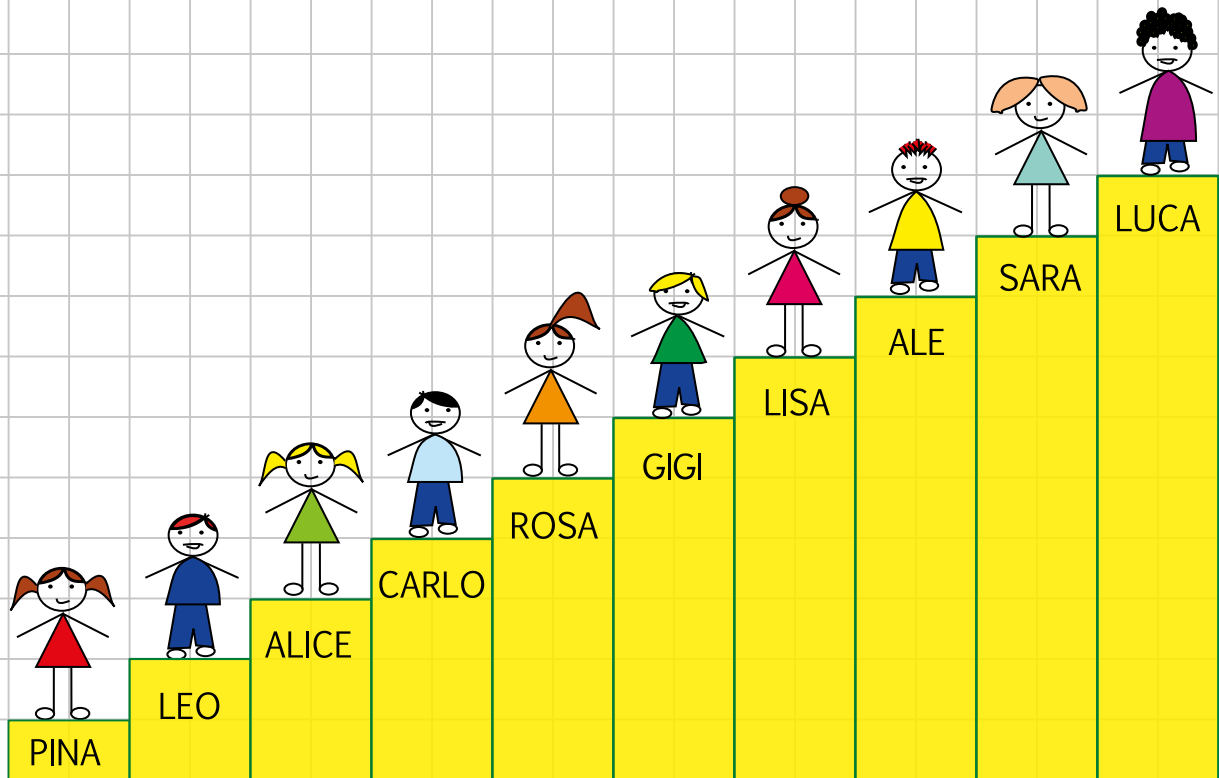
La **settima** cabina è

L' **ottava** cabina è

La **nona** cabina è

La **decima** cabina è

I NUMERI ORDINALI



PINA è sul **PRIMO** gradino

CARLO è sul gradino

LISA è sul gradino

GIGI è sul gradino

ALICE è sul gradino

LEO è sul gradino

ROSA è sul gradino

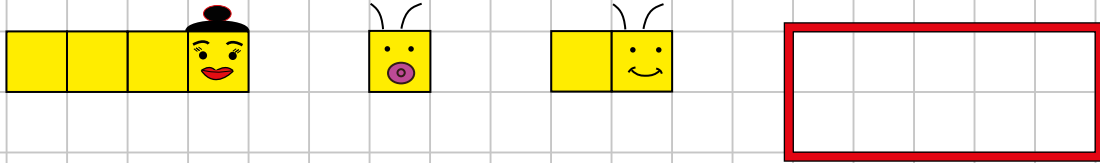
LUCA è sul gradino

SARA è sul gradino

ALE è sul gradino

RITROVIAMO I BRUCHINI

MAMMA BRUCO VA AL MERCATO CON BRUCHINO 1 E BRUCHINO 2



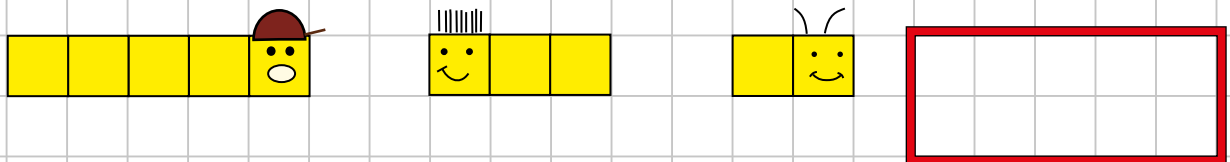
QUANTI POSTI OCCUPANO?

QUANTI POSTI LIBERI RIMANGONO?

$$4 \bigcirc 1 \bigcirc 2 = \dots \quad \text{POSTI OCCUPATI}$$

$$1 \bigcirc 0 \bigcirc \dots = \dots \quad \text{POSTI LIBERI}$$

PAPÀ BRUCO VA IN PISCINA CON BRUCHINO 2 E BRUCHINO 3



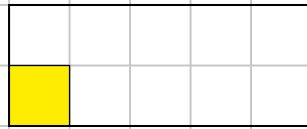
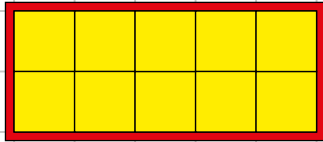
QUANTI POSTI OCCUPANO?

QUANTI POSTI LIBERI RIMANGONO?

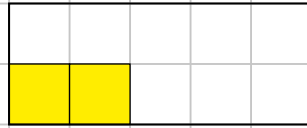
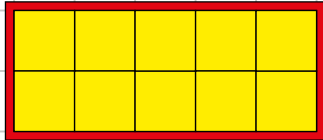
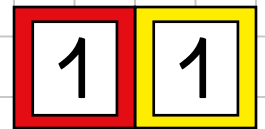
$$5 \bigcirc 3 \bigcirc 2 = \dots \quad \text{POSTI OCCUPATI}$$

$$1 \bigcirc 0 \bigcirc \dots = \dots \quad \text{POSTI LIBERI}$$

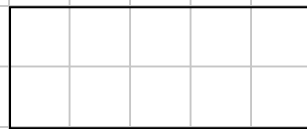
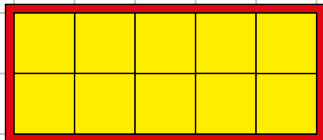
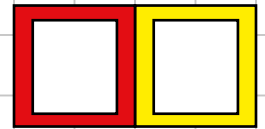
DA 10 A 20:



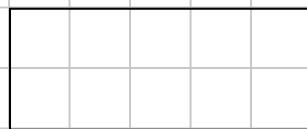
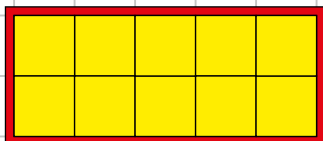
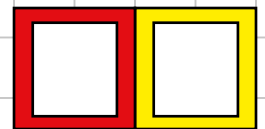
$10 + 1 =$



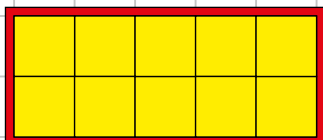
$10 + \dots =$



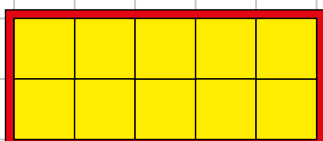
$10 + \dots =$



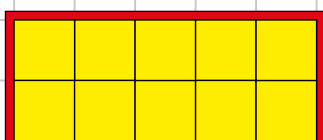
$10 + \dots =$



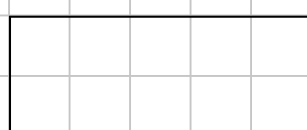
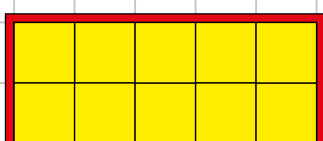
$10 + \dots =$



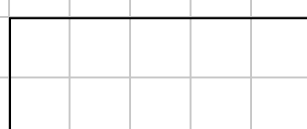
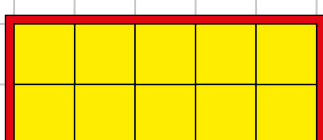
$10 + \dots =$



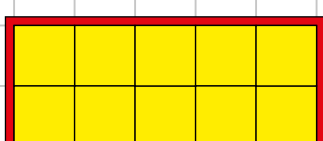
$10 + \dots =$



$10 + \dots =$



$10 + \dots =$



$10 + \dots =$



Attività: i bambini aggiungono un cubetto per volta e registrano.

DI SEGNA:

da	u
1	1

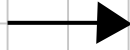


1 da

da	u
1	2



da	u
1	3



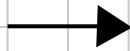
da	u
1	4



da	u
1	5



da	u
1	6



da	u
1	7



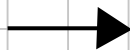
da	u
1	8



da	u
1	9

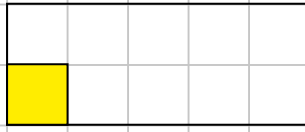
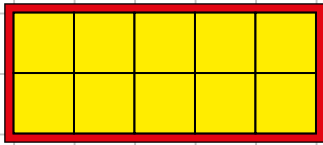


da	u
2	0



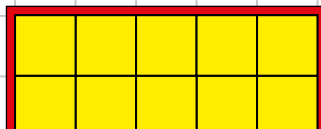
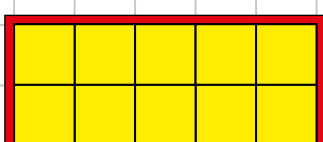
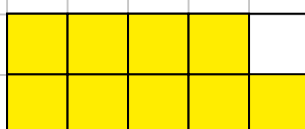
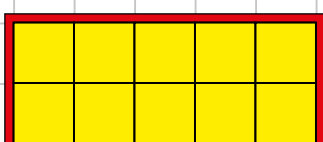
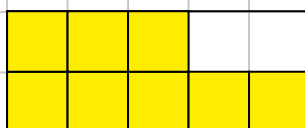
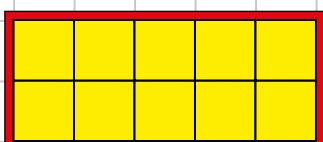
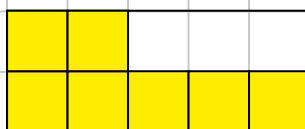
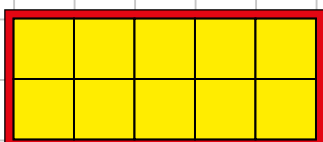
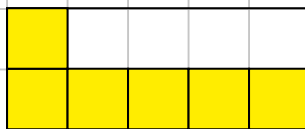
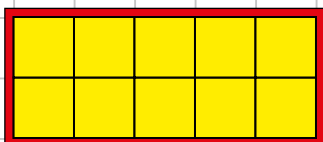
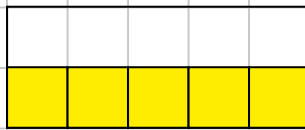
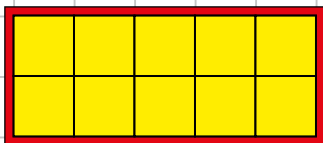
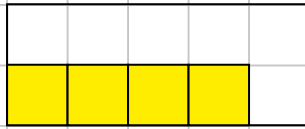
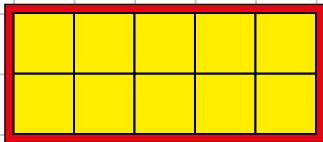
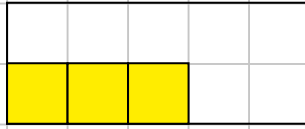
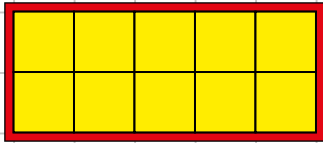
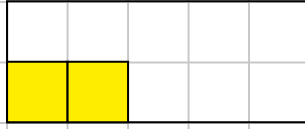
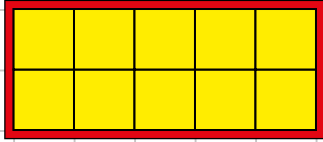
Attività: i bambini prendono le decine e le unità indicate.

SCRIVI IN LETTERE E CIFRE:



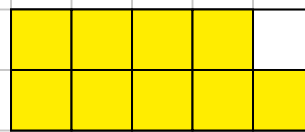
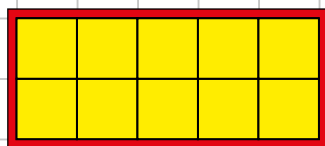
UNDICI

11



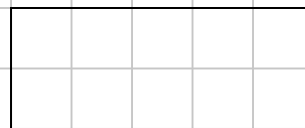
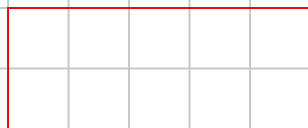
LEGGI, DISEGNA E COMPLETA:

DICIANNOVE

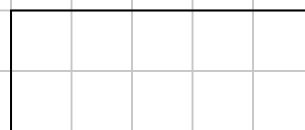
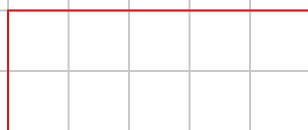


19

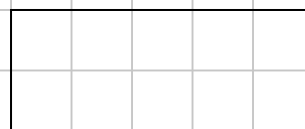
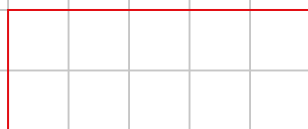
DICIOTTO



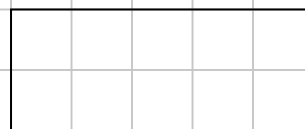
DICIASSETTE



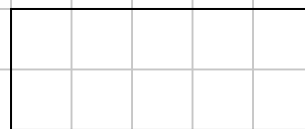
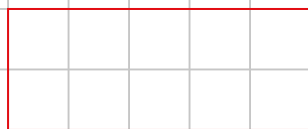
SEDICI



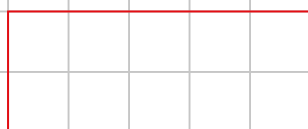
QUINDICI



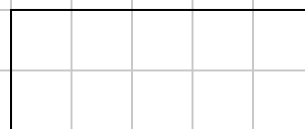
QUATTORDICI



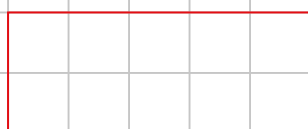
TREDICI



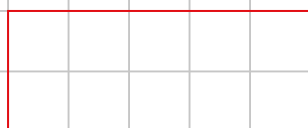
DODICI



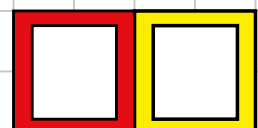
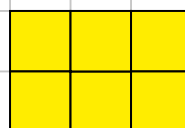
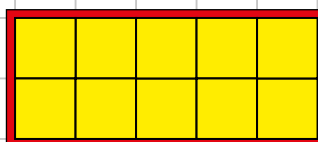
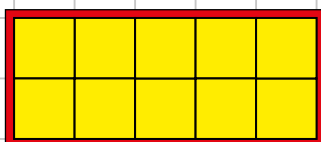
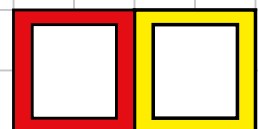
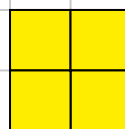
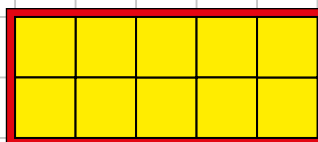
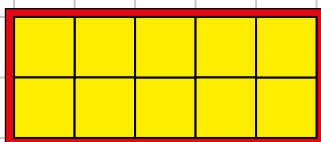
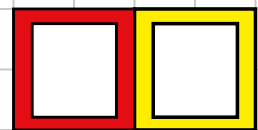
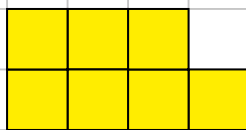
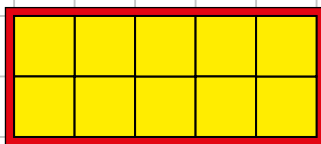
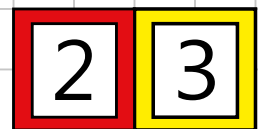
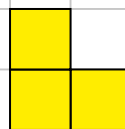
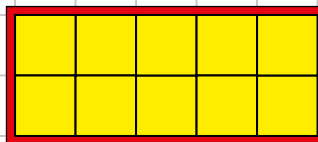
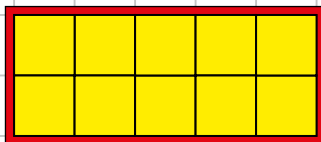
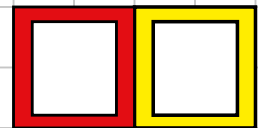
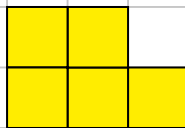
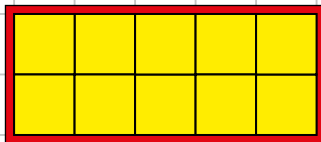
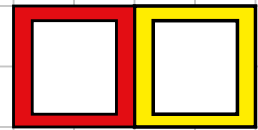
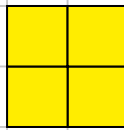
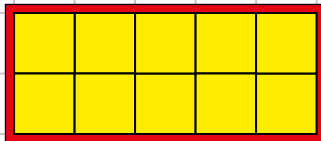
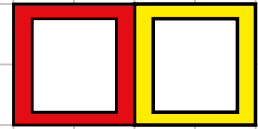
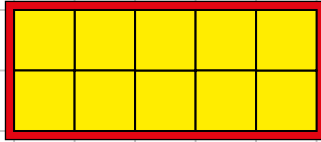
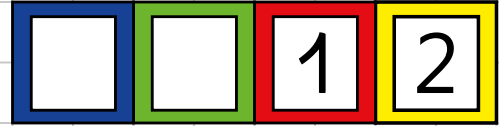
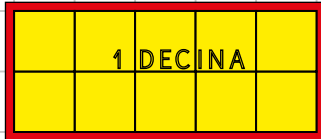
UNDICI



DIECI

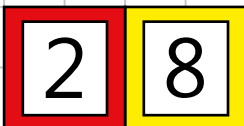
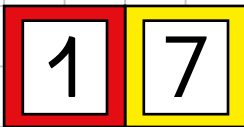
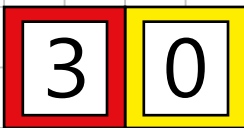
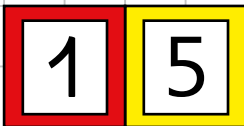
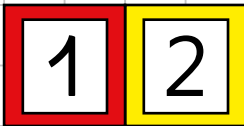
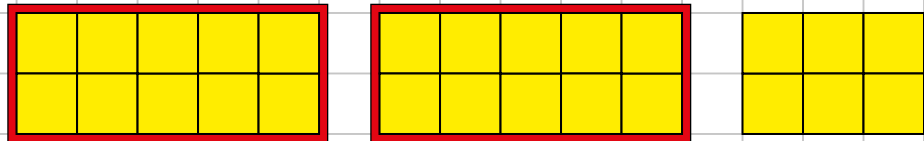
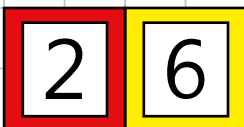
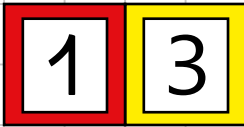
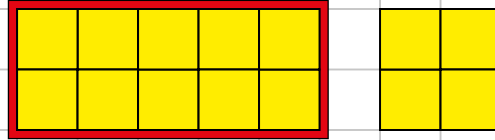
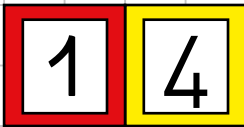


SCRIVI IL NUMERO



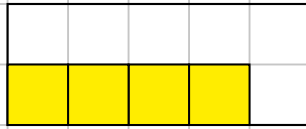
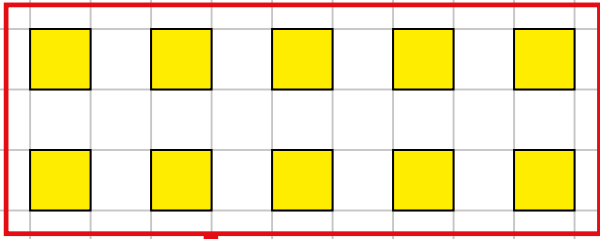
Attività: l'insegnante prende le quantità e i bambini devono scrivere il numero nel leggio.

DISEGNA I CUBETTI

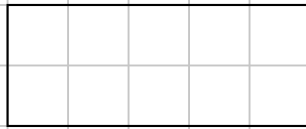
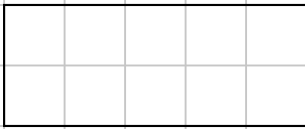


Attività: l'insegnante scrive il numero nel leggio ed i bambini devono prendere le quantità.

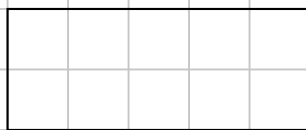
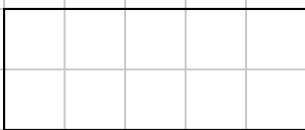
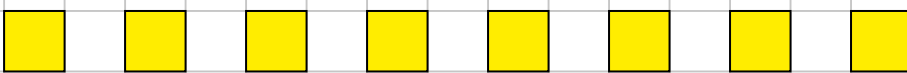
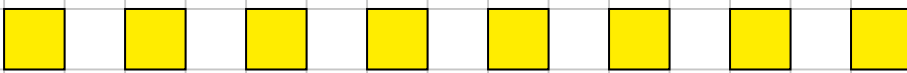
METTI A POSTO I CUBETTI:



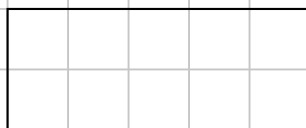
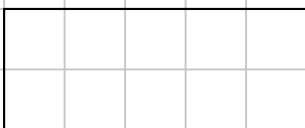
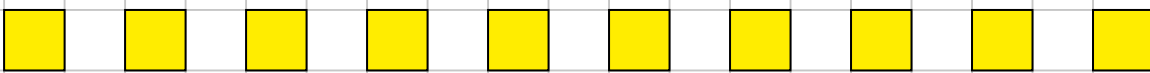
da	u
1	4



da	u

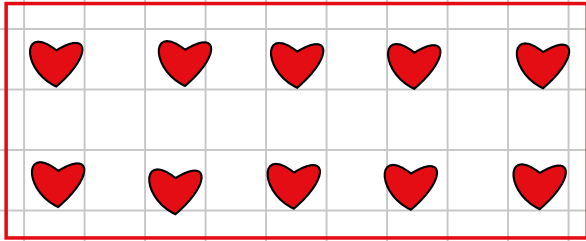


da	u

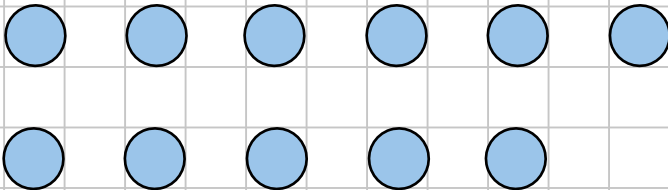


da	u

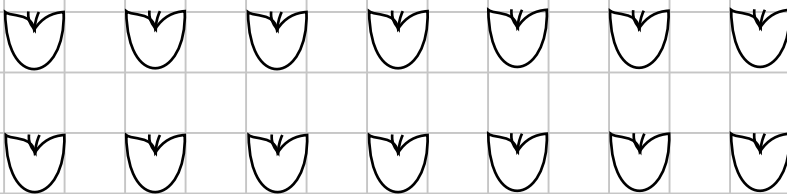
RAGGRUPPA PER DIECI E REGISTRA:



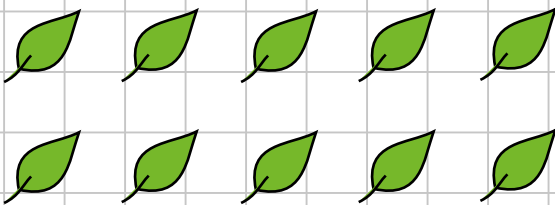
da	u
1	3



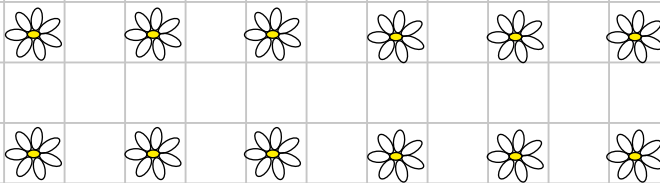
da	u



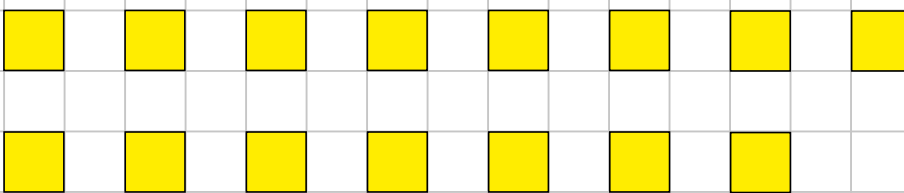
da	u



da	u



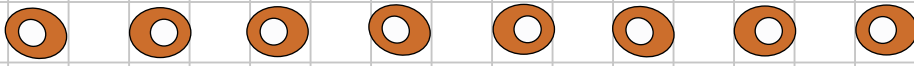
da	u



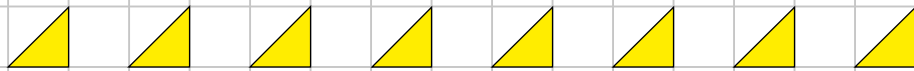
da	u

Attività: L'insegnante prende quantità di piccoli oggetti ed i bambini dopo averli contati, posizionandoli in maniera ordinata nelle scatoline e nei coperchietti, devono scrivere il numero nel leggio.

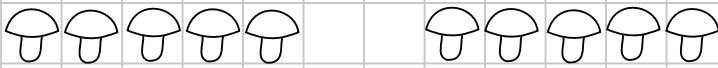
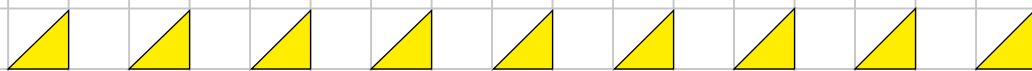
RAGGRUPPA PER DIECI E REGISTRA:



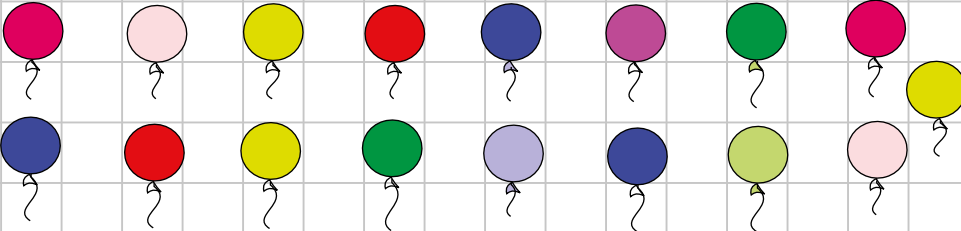
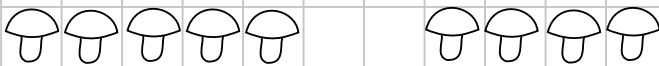
da	u



da	u



da	u



da	u



da	u

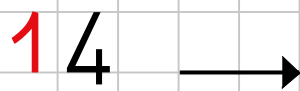
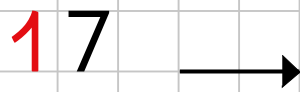
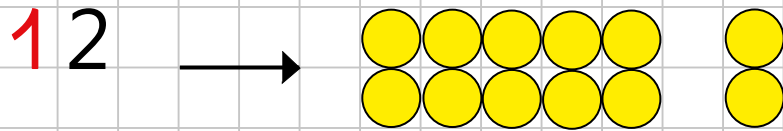



da	u

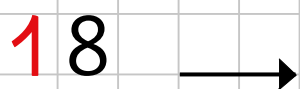
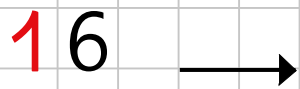
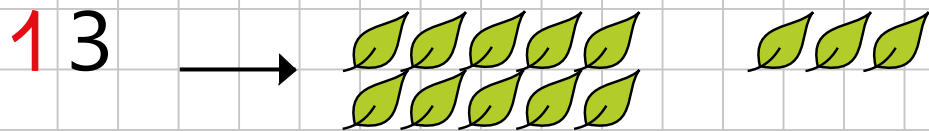


da	u

ILLUSTRA CON ● :



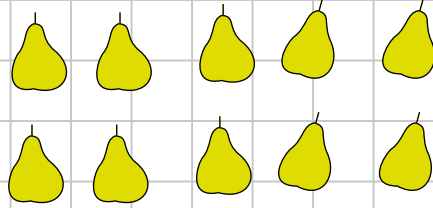
ILLUSTRA CON  :



PROBLEMI

ABBIAMO RACCOLTO:

10 PERE



4 MELE

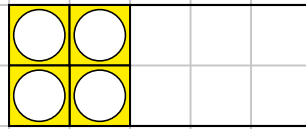
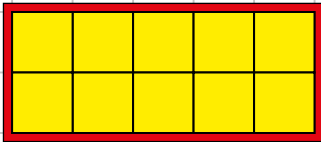


QUANTE PERE?

QUANTE MELE?

QUANTI FRUTTI?

ILLUSTRO CON I CUBETTI:



$$\text{---} \bigcirc \text{---} = \text{---}$$

RISPOSTA:

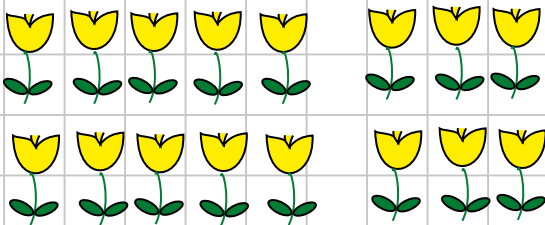
LE PERE SONO: _____

LE MELE SONO: _____

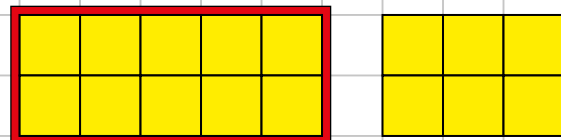
I FRUTTI SONO: _____

NEL PRATO CI SONO 16 FIORI. LUCA NE RACCOGLIE 10

PER LA MAMMA. QUANTI FIORI RIMANGONO NEL PRATO?



ILLUSTRO CON I CUBETTI:



$$\text{---} \bigcirc \text{---} = \text{---}$$

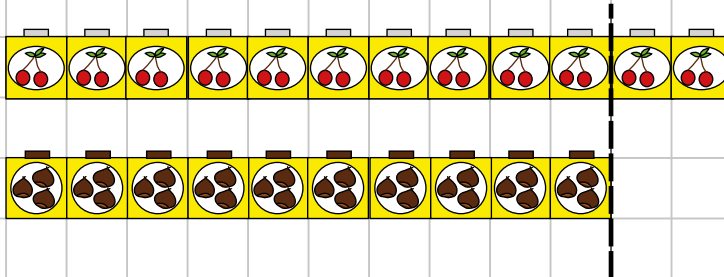
RISPOSTA: NEL PRATO RIMANGONO _____ FIORI

SEGNA LA RISPOSTA CORRETTA

AL SUPERMERCATO CI SONO **12** VASETTI DI MARMELLATA

DI CILIEGIE E **10** VASETTI DI MARMELLATA DI CASTAGNE

QUANTI VASETTI DI CILIEGIE IN PIU'?

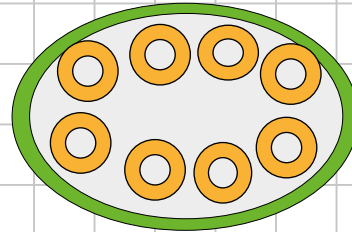
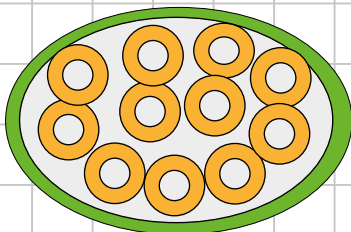


- A. **12** vasetti di ciliegie in più.
- B. **2** vasetti di ciliegie in più.

LA CUOCA LUCIA HA PREPARATO **2** VASSOI DI CIAMBELLE:

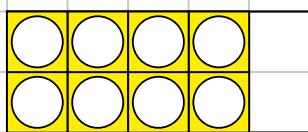
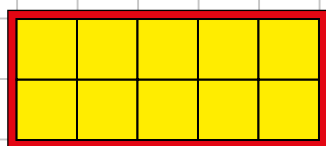
NEL PRIMO CI SONO **11** CIAMBELLE E **8** NEL SECONDO.

QUANTE CIAMBELLE HA PREPARATO IN TUTTO?

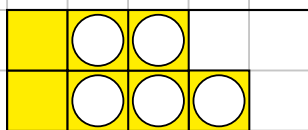
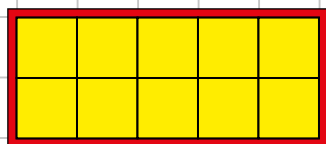


- A. Ha preparato **13** ciambelle.
- B. Ha preparato **19** ciambelle.

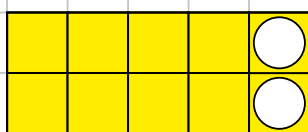
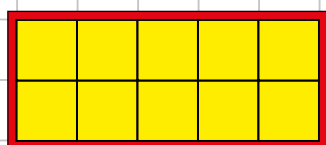
ADDIZIONI IN RIGA:



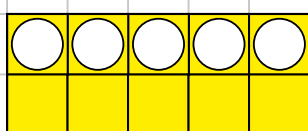
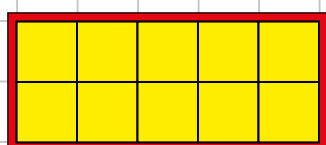
$10 + 8 = \dots$



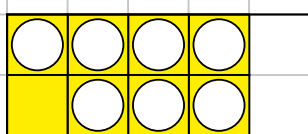
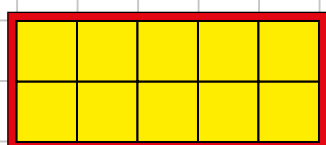
$12 + 5 = \dots$



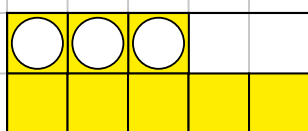
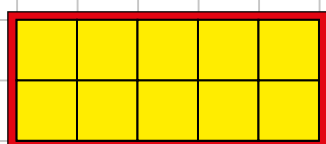
$18 + 2 = \dots$



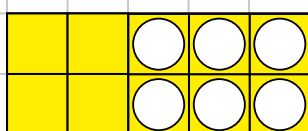
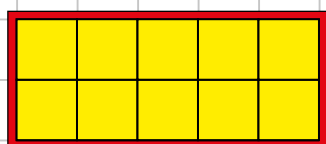
$15 + 5 = \dots$



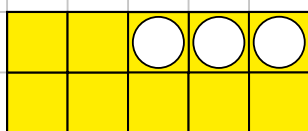
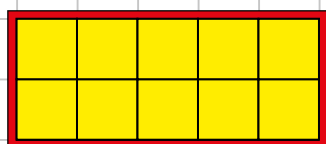
$11 + 7 = \dots$



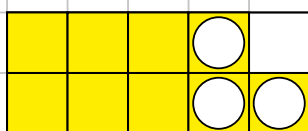
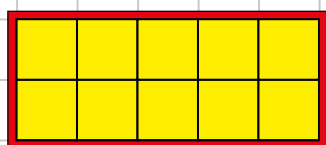
$15 + 3 = \dots$



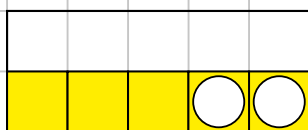
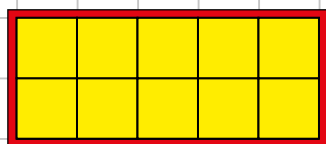
$14 + 6 = \dots$



$17 + 3 = \dots$

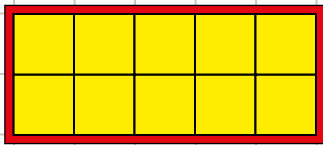


$16 + 3 = \dots$

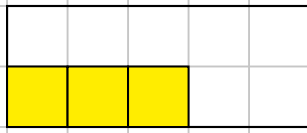
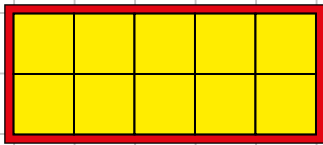


$13 + 2 = \dots$

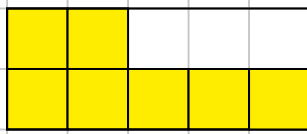
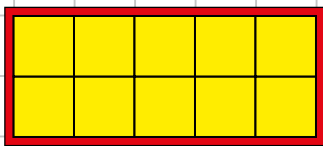
SOTTRAZIONI IN RIGA:



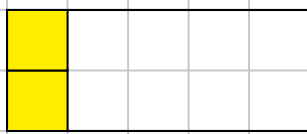
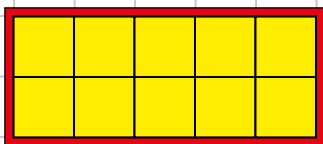
$15 - 5 = \dots$



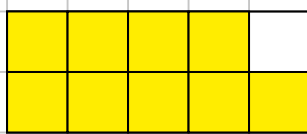
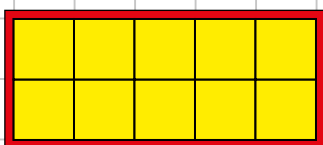
$13 - 3 = \dots$



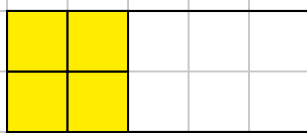
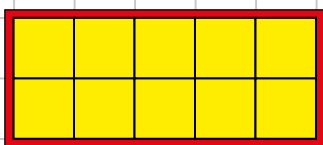
$17 - 7 = \dots$



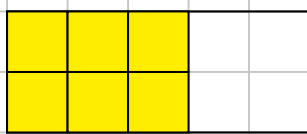
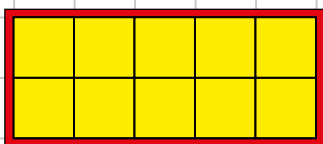
$12 - 10 = \dots$



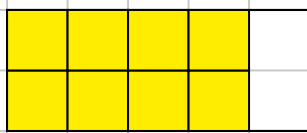
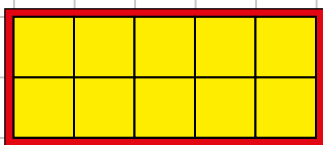
$19 - 9 = \dots$



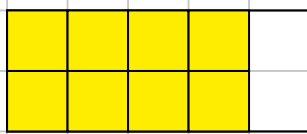
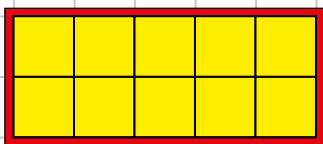
$14 - 10 = \dots$



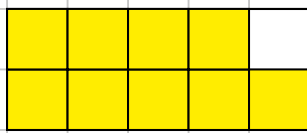
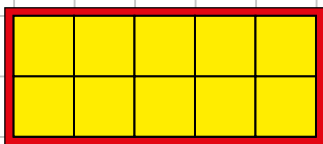
$16 - 6 = \dots$



$18 - 6 = \dots$



$18 - 10 = \dots$



$19 - 5 = \dots$

PROBLEMI:

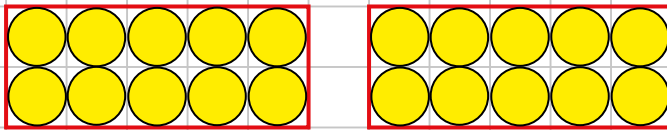


Marco ha 20 biglie, ne regala 6 a Luca

Quante biglie rimangono?

RISOLVO:

DISEGNO:



OPERAZIONE:

_____ ○ _____ = _____ biglie

RISPOSTA:

Rimangono _____ biglie



Marco ha 12 figurine,

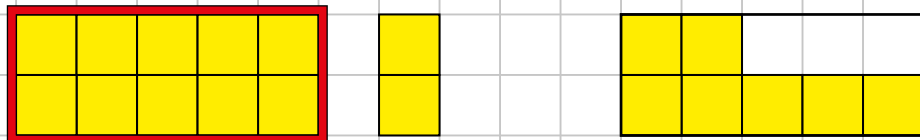


Lucia ha 7 figurine.

Quante figurine in tutto?

RISOLVO:

DISEGNO:



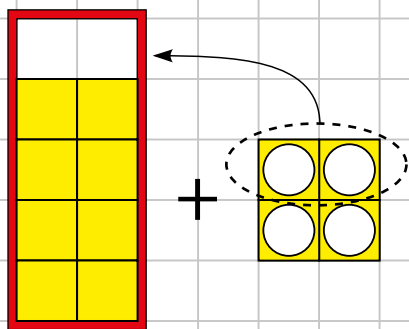
OPERAZIONE:

_____ ○ _____ = _____ figurine

RISPOSTA:

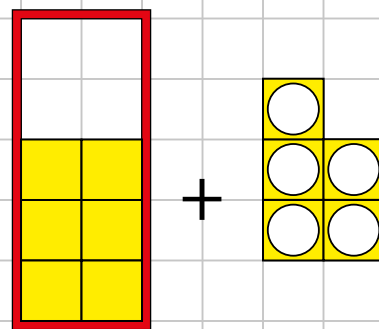
Le figurine in tutto sono _____

ADDIZIONI (CON TAPPA ALLA DECINA)

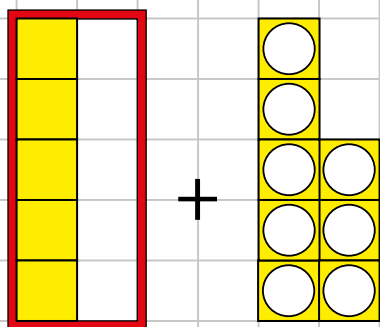


$$8 + 4 = 8 + 2 + 2 =$$

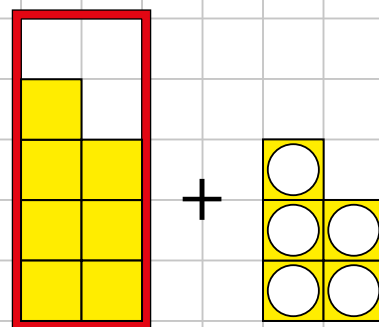
10



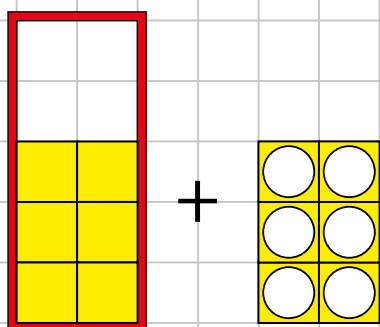
$$6 + 5 =$$



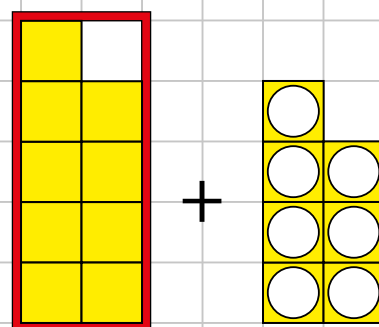
$$5 + 8 =$$



$$7 + 5 =$$



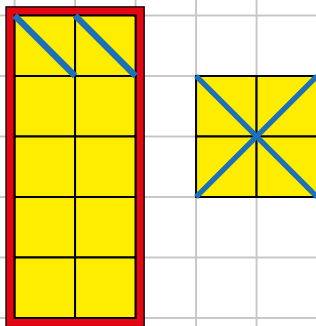
$$6 + 6 =$$



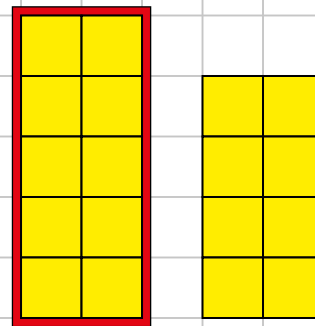
$$9 + 7 =$$

Attività: spezziamo il 2° addendo in modo da completare la decina. Per esempio: $8 + 4 = 8 + 2 + 2 = 10 + 2 = 12$

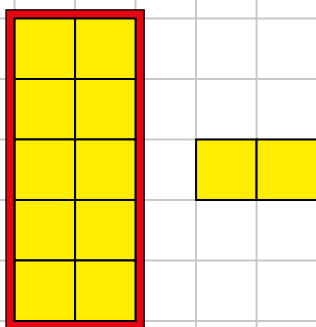
SOTTRAZIONI I (CON TAPPA ALLA DECINA)



$$14 - 6 = 14 - \underbrace{4}_{10} - 2 =$$



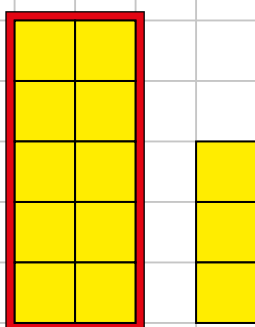
$$18 - 9 =$$



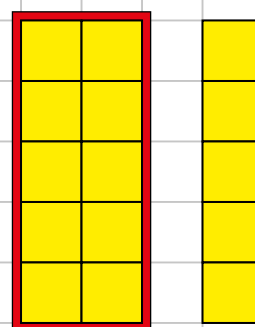
$$12 - 7 =$$



$$17 - 8 =$$



$$13 - 6 =$$

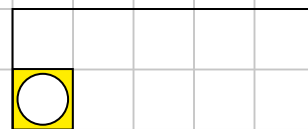
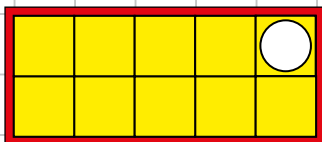


$$15 - 7 =$$

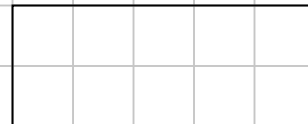
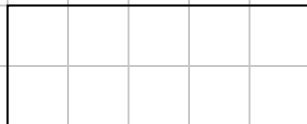
Attività: togliamo gli elementi dal minuendo in due fasi, facendo tappa alla decina. Per esempio: $14 - 6 = 14 - 4 = 10 - 2 = 8$

ILLUSTRA LE OPERAZIONI:

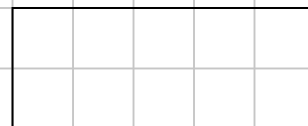
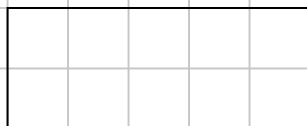
$9 + 2 =$



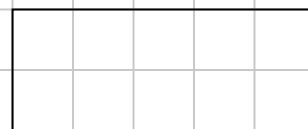
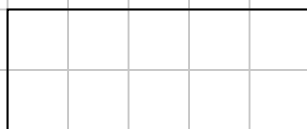
$7 + 5 =$



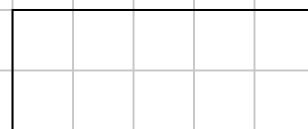
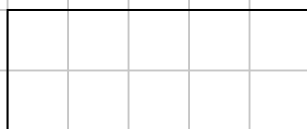
$6 + 8 =$



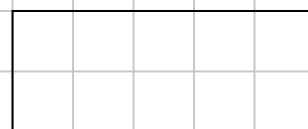
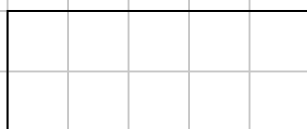
$8 + 4 =$



$5 + 6 =$



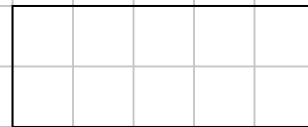
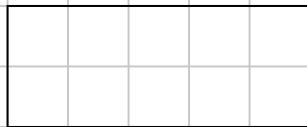
$12 - 4 =$



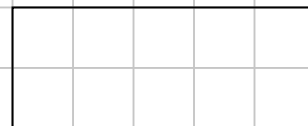
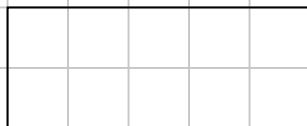
$15 - 6 =$



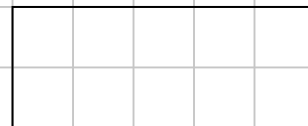
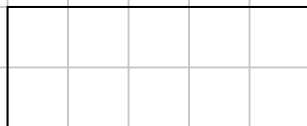
$13 - 8 =$



$11 - 3 =$



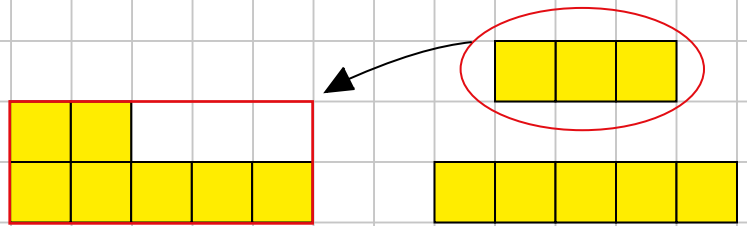
$14 - 5 =$



TROVA LA COPPIA E CONTA VELOCE

CON I CUBETTI :

$$7 + 5 + 3 =$$



$$8 + 2 + 7 =$$

$$9 + 6 + 4 =$$

$$1 + 5 + 9 =$$

SENZA CUBETTI :

$$5 + 8 + 5 =$$

$$8 + 14 + 6 =$$

$$4 + 6 + 8 =$$

$$7 + 9 + 13 =$$

$$7 + 9 + 1 =$$

$$12 + 5 + 8 =$$

$$6 + 5 + 5 =$$

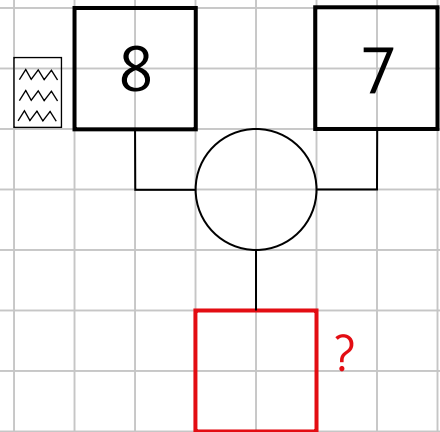
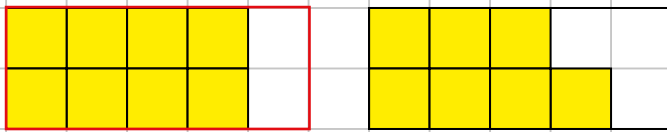
$$11 + 5 + 9 =$$

PROBLEMI

La maestra Liliana assegna 8 schede di lavoro,
la maestra Nadia ne assegna 7.

Quante schede vengono assegnate in tutto?

RISOLVO:



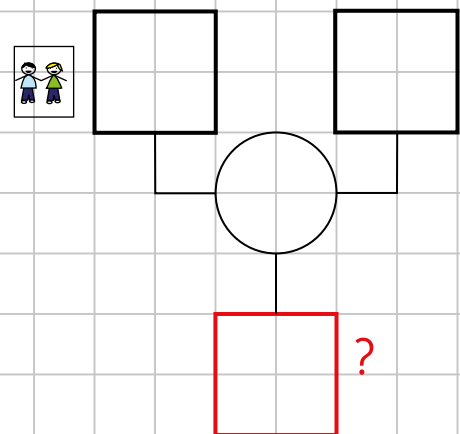
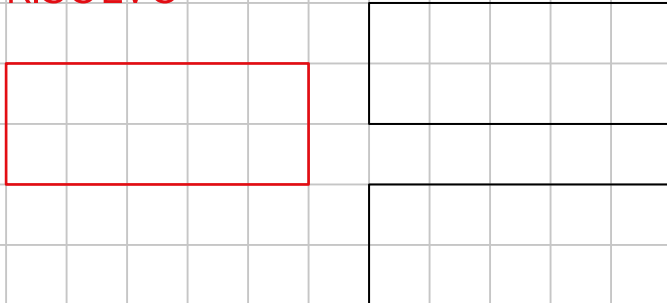
$$8 \bigcirc 7 = \text{-----} \text{ SCHEDE}$$

RISPOSTA: IN TUTTO VENGONO ASSEGNATE ----- SCHEDE

Durante la gita Carlo scatta 15 foto e Mario 6.

Quante foto scattano in tutto?

RISOLVO:



$$\text{-----} \bigcirc \text{-----} = \text{-----} \text{ FOTO}$$

RISPOSTA: IN TUTTO VENGONO SCATTATE ----- FOTO

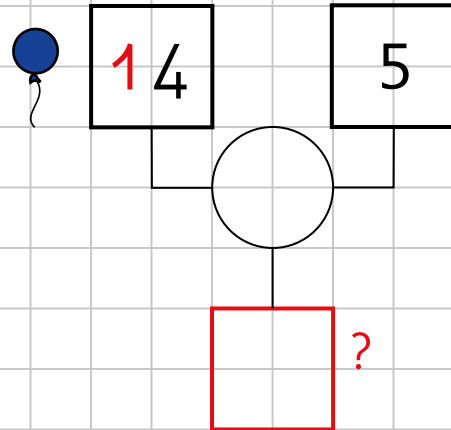
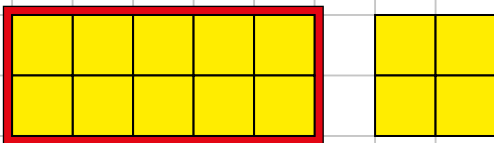
PROBLEMI

Alla festa giochiamo con 14 palloncini.

Purtroppo 5 palloncini volano via in cielo.

Quanti palloncini rimangono per giocare?

RISOLVO:

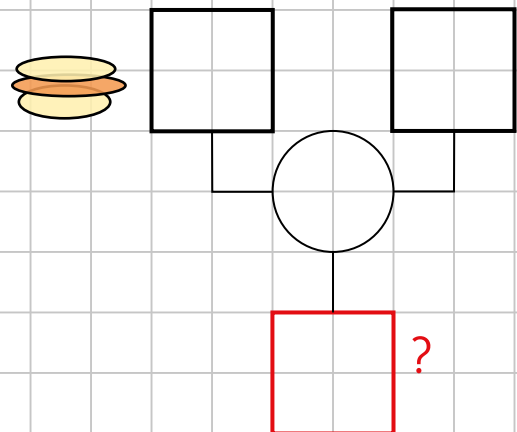
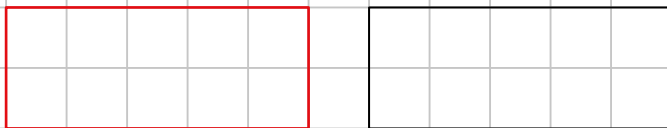


$$14 \bigcirc 5 = \text{-----} \text{ PALLONCINI}$$

RISPOSTA: PER GIOCARE RIMANGONO ----- PALLONCINI

Giulia ha preparato per gli amici 17 panini. Nel vassoio ne sono rimasti 8. Quanti panini hanno mangiato?

RISOLVO:

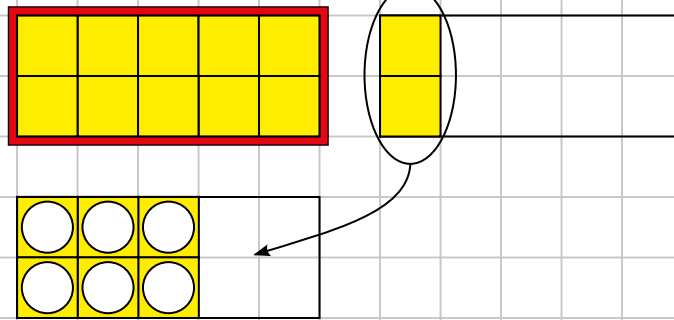


$$\text{-----} \bigcirc \text{-----} = \text{-----} \text{ PANINI}$$

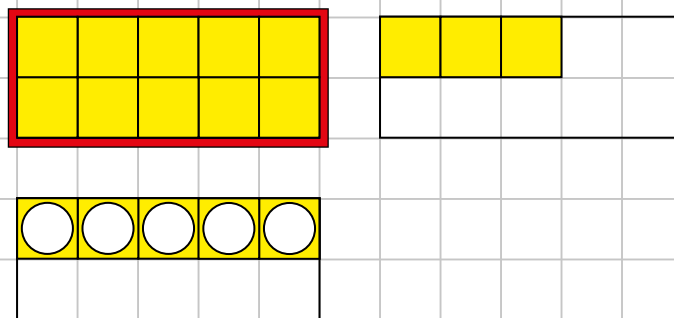
RISPOSTA: HANNO MANGIATO ----- PANINI

ADDIZIONI (IN COLONNA)

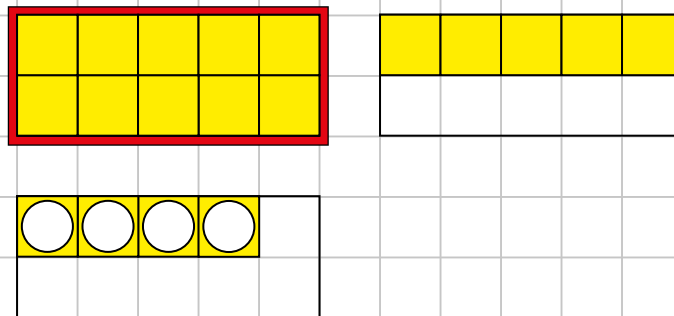
$$\begin{array}{r} 12 \\ + \\ \hline 18 \end{array}$$



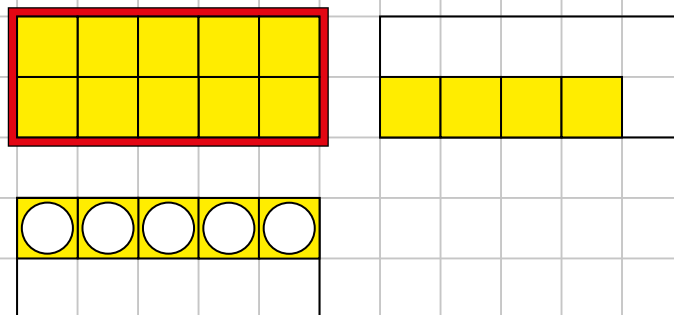
$$\begin{array}{r} 13 \\ + \\ \hline 18 \end{array}$$



$$\begin{array}{r} 15 \\ + \\ \hline 18 \end{array}$$



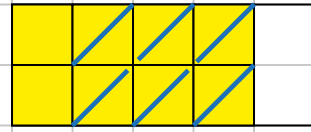
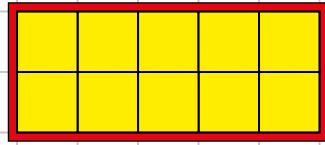
$$\begin{array}{r} 14 \\ + \\ \hline 18 \end{array}$$



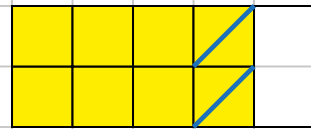
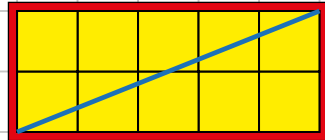
Attività: posizioniamo il materiale indicato dai due addendi in maniera ordinata. Sommiamo le unità e registriamo, sommiamo le decine e registriamo.

SOTTRAZIONI (IN COLONNA)

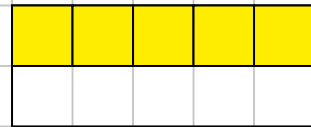
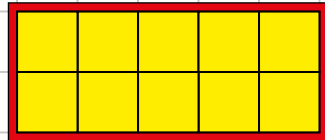
$$\begin{array}{r} 18 \\ - 6 \\ \hline \end{array}$$



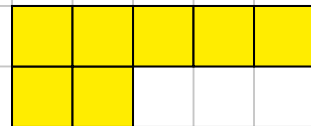
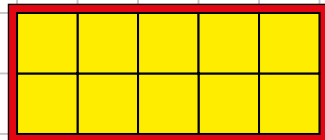
$$\begin{array}{r} 18 \\ - 12 \\ \hline \end{array}$$



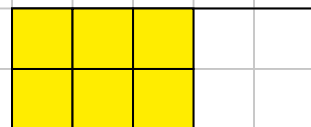
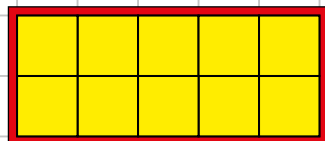
$$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$$



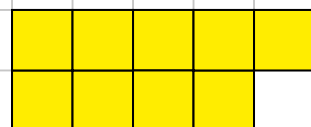
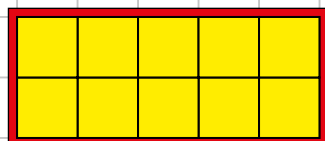
$$\begin{array}{r} 17 \\ - 11 \\ \hline \end{array}$$



$$\begin{array}{r} 16 \\ - 13 \\ \hline \end{array}$$



$$\begin{array}{r} 19 \\ - 14 \\ \hline \end{array}$$



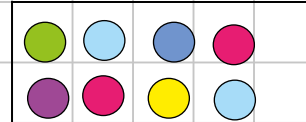
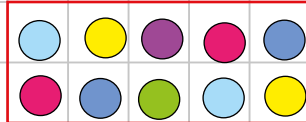
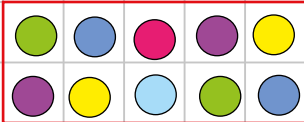
Attività: posizioniamo il materiale indicato dal minuendo. Sottraiamo le unità e registriamo, sottraiamo le decine e registriamo.

PROBLEMI:

Sara ha 28 confetti, ne regala 16 a Lucia.

Quanti confetti le rimangono?

RISOLVO:



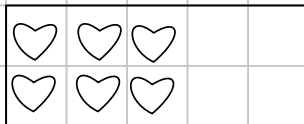
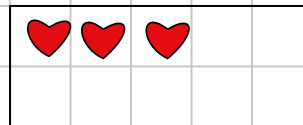
○ = _____ confetti

2	8	○
1	6	=

RISPOSTA: A Sara rimangono _____ confetti

Mara per fare la collana usa 23 cuoricini rossi e 16 bianchi. Quanti cuoricini usa in tutto?

RISOLVO:



○ = _____ cuoricini

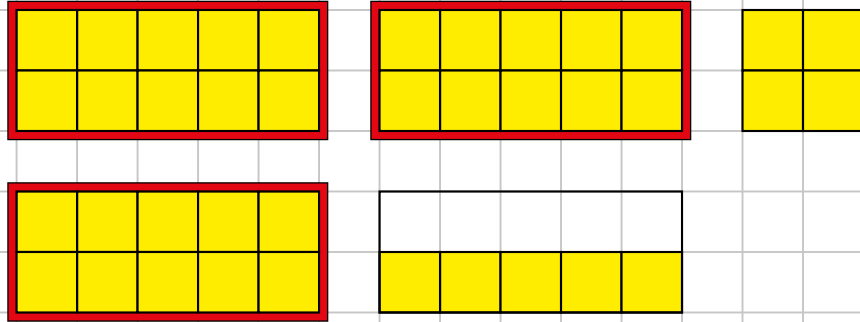
		○
		=

RISPOSTA: Mara usa _____ cuoricini

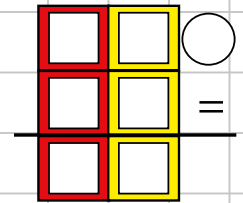
PROBLEMI:

Lino ha piantato nel suo orto 24 piantine di cetrioli e 15 piantine di zucchine. Quante piantine in tutto?

RISOLVO:



○ = piantine



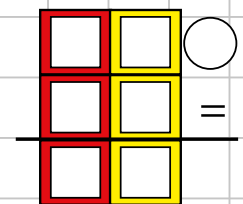
RISPOSTA: Ha piantato in tutto piantine.

Mauro aveva 29 CD ma si è accorto che 14 si sono rovinati. Quanti CD che funzionano gli rimangono?

RISOLVO:



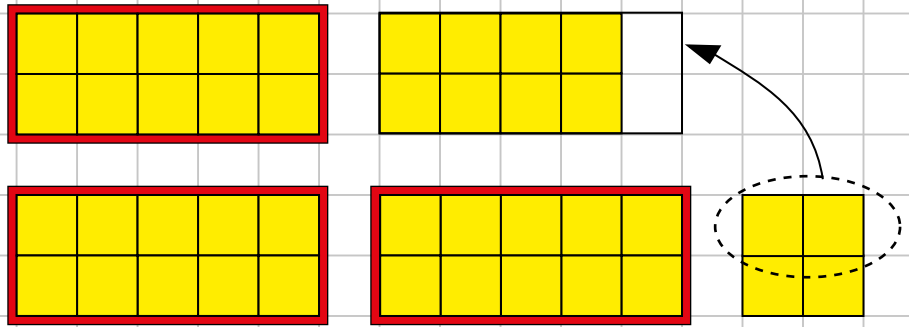
○ = CD



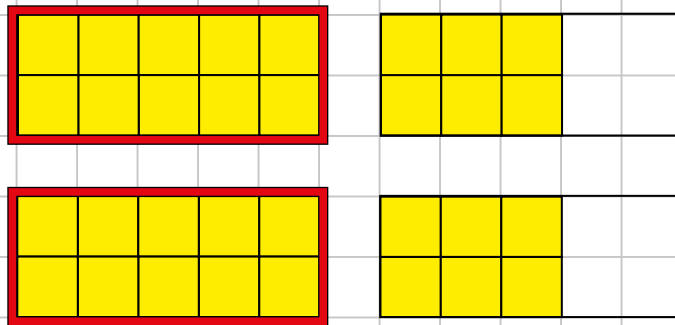
RISPOSTA: A Mauro rimangono CD

ADDIZIONI (CON IL RIPORTO)

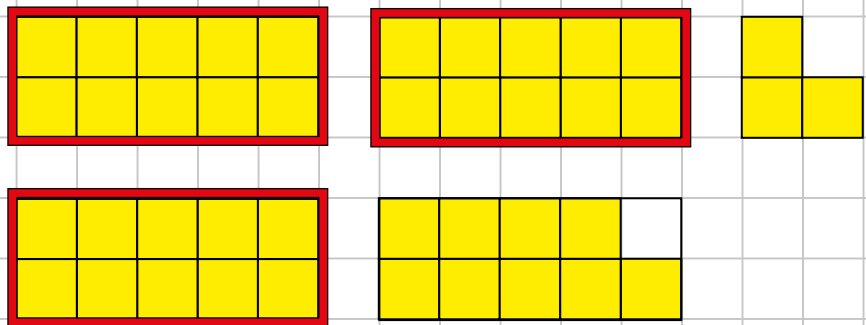
$$\begin{array}{r} 18 \\ + 24 \\ \hline 42 \end{array}$$



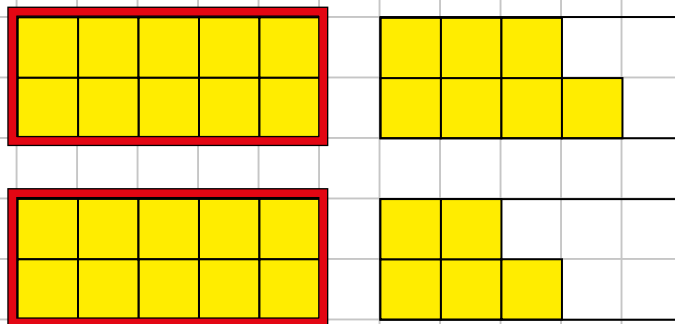
$$\begin{array}{r} 16 \\ + 16 \\ \hline \square \square \end{array}$$



$$\begin{array}{r} 23 \\ + 19 \\ \hline \square \square \end{array}$$



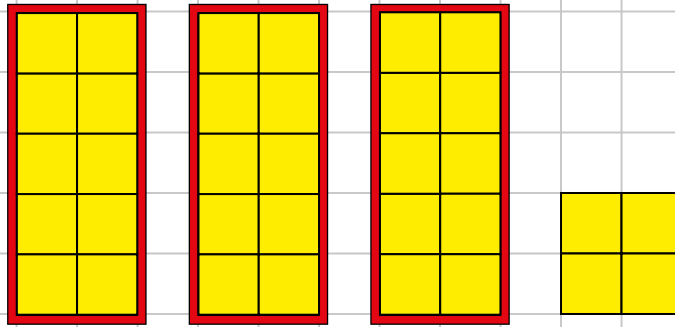
$$\begin{array}{r} 17 \\ + 15 \\ \hline \square \square \end{array}$$



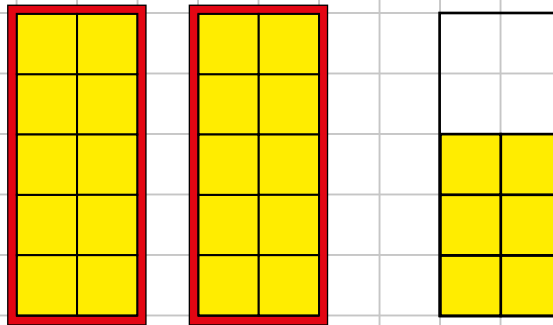
Attività: posizioniamo il materiale indicato dai due addendi in maniera ordinata. Sommiamo le unità, otteniamo un numero superiore a dieci, quindi formiamo una nuova decina e registriamo le unità rimaste. Sommiamo poi le decine, aggiungiamo la nuova decina formata (riporto) e registriamo.

SOTTRAZIONI I (CON IL PRESTITO)

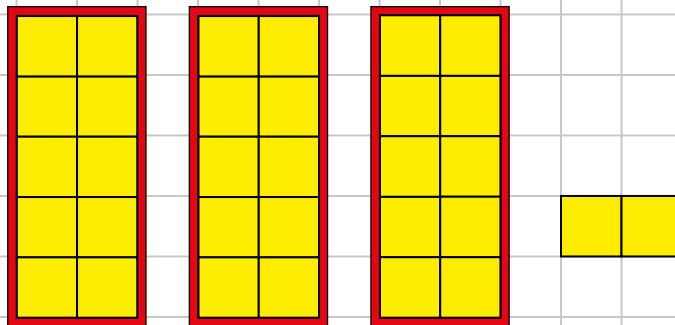
$$\begin{array}{r} 34 \\ 18 \\ \hline \square \square \end{array}$$



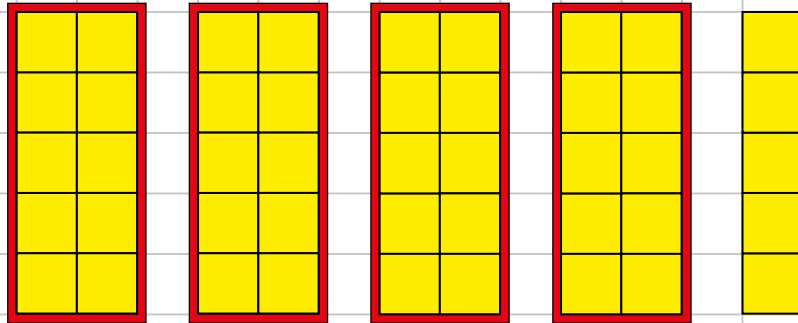
$$\begin{array}{r} 26 \\ 17 \\ \hline \square \square \end{array}$$



$$\begin{array}{r} 32 \\ 15 \\ \hline \square \square \end{array}$$



$$\begin{array}{r} 45 \\ 27 \\ \hline \square \square \end{array}$$



Attività: posizioniamo la quantità indicata dal minuendo. Le unità da togliere sono di più di quelle a disposizione per cui apriamo una scatola (prendiamo in prestito una decina). Ora possiamo sottrarre le unità e registrare il risultato. Sottraiamo poi le decine indicate, osservando che il minuendo ha una decina di meno.

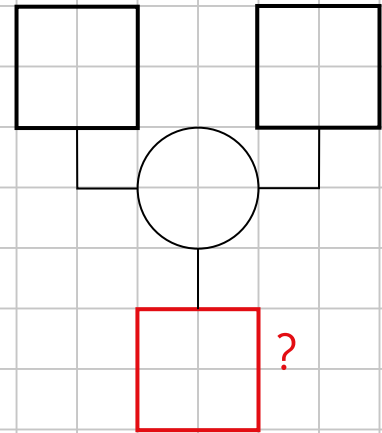
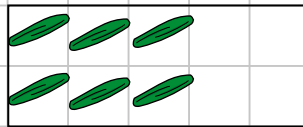
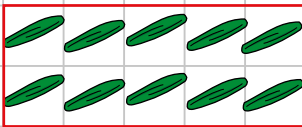
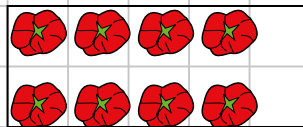
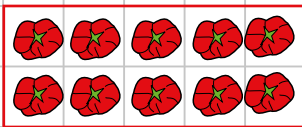
PROBLEMA

Lo zio Nicola ha raccolto 18 pomodori e 16 cetrioli.

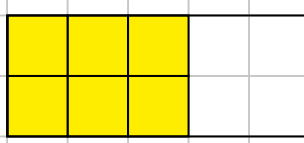
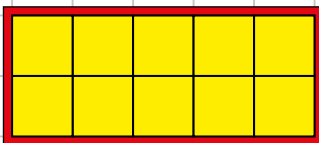
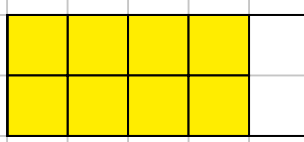
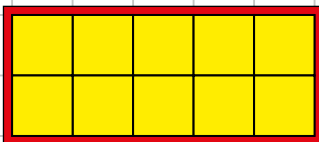
Quanti ortaggi in tutto?

RISOLVO:

ILLUSTRO CON IL DISEGNO:



ILLUSTRO CON I CUBETTI:



1	8	○
1	6	=
□	□	

○ = _____ ortaggi

RISPOSTA:

LO ZIO NICOLA HA RACCOLTO _____ ORTAGGI

PROBLEMA

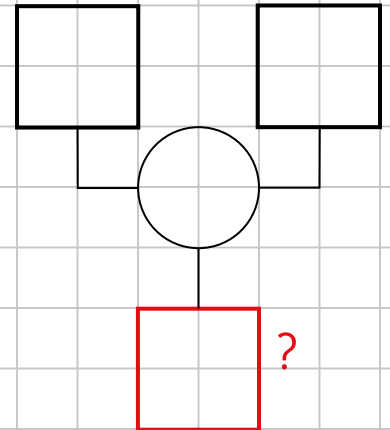
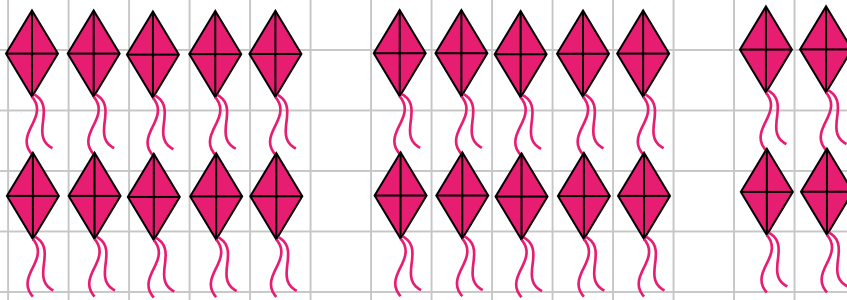
Alla festa abbiamo giocato con 24 aquiloni.

Purtroppo 15 aquiloni sono volati via.

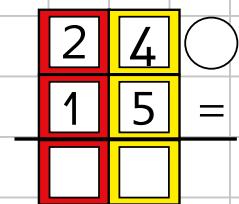
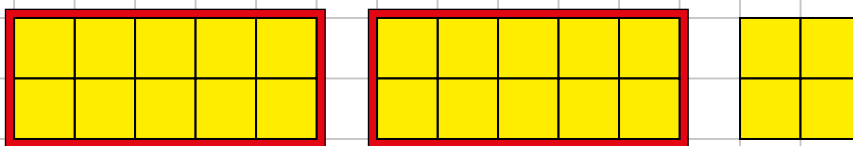
Quanti aquiloni sono rimasti per giocare?

RISOLVO:

ILLUSTRO CON IL DISEGNO:



ILLUSTRO CON I CUBETTI:

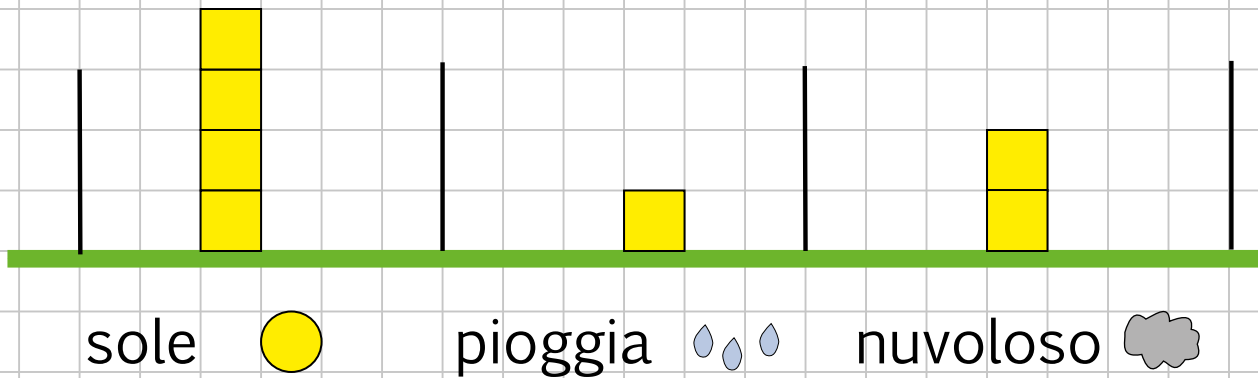


\bigcirc = _____ aquiloni

RISPOSTA:

PER GIOCARE RIMANGONO _____ AQUILONI

RILEVAZIONI DELLA SETTIMANA

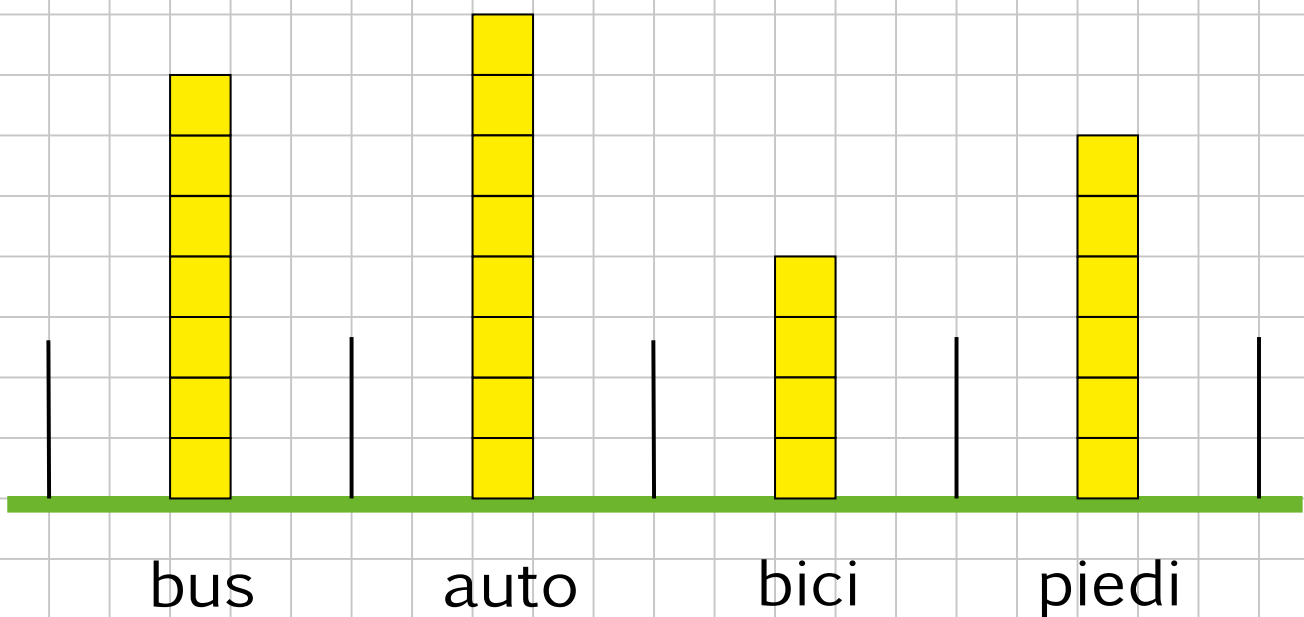


QUANTI GIORNI CON LA PIOGGIA? _____

QUANTI GIORNI CON IL SOLE? _____

QUANTI GIORNI CON LE NUVOLE? _____

MEZZI USATI PER ANDARE A SCUOLA



QUALE MEZZO È PIÙ USATO PER ANDARE A SCUOLA? _____

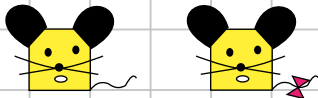
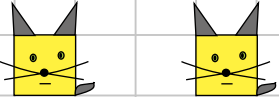
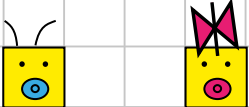
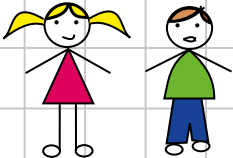
QUANTI BAMBINI USANO L'AUTO? _____

QUANTI USANO IL BUS? _____

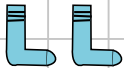
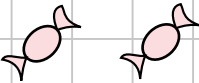

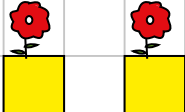
QUANTI USANO LA BICI? _____

QUANTI VANNO A PIEDI? _____


LA COPPIA (vuol dire 2)

	UNA COPPIA DI TOPI = 2 TOPI
	UNA COPPIA DI GATTI = ... GATTI
	UNA COPPIA DI NEONATI = ... NEONATI
	UNA COPPIA DI BIMBI = ... BIMBI

IL PAIO (vuol dire 2)

	UN PAIO DI CALZINI = ... CALZINI
	UN PAIO DI CARMELLE = ... CARMELLE
	UN PAIO DI STIVALI = ... STIVALI
	UN PAIO DI VASI = ... VASI

IL PAIO (in alcuni casi vuol dire 1)

	UN PAIO DI FORBICI = ...
	UN PAIO DI PANTALONI = ...
	UN PAIO DI OCCHIALI = ...

IL DOPPIO

(vuol dire prendere due volte la stessa quantità)



IL DOPPIO DI 1 È 2



IL DOPPIO DI 2 È 4



IL DOPPIO DI 3 È



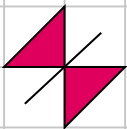
IL DOPPIO DI 4 È



IL DOPPIO DI 5 È



IL DOPPIO DI È



IL DOPPIO DI È



IL DOPPIO DI È



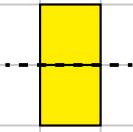
IL DOPPIO DI È



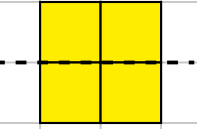
IL DOPPIO DI È

LA METÀ

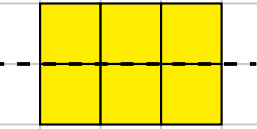
(vuol dire fare due parti uguali)



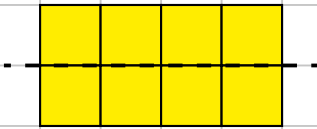
LA METÀ DI 2 È 1 



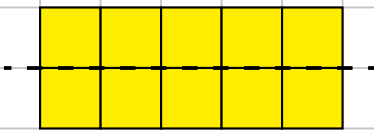
LA METÀ DI 4 È



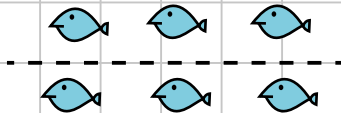
LA METÀ DI 6 È




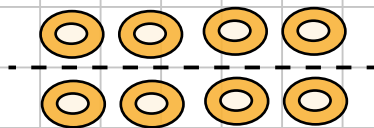
LA METÀ DI 8 È



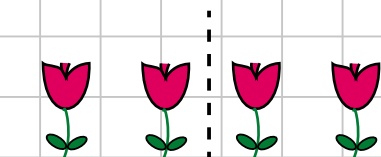
LA METÀ DI 10 È



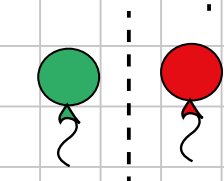
LA METÀ DI È 



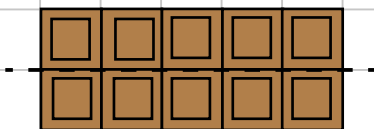
LA METÀ DI È



LA METÀ DI È



LA METÀ DI È



LA METÀ DI È

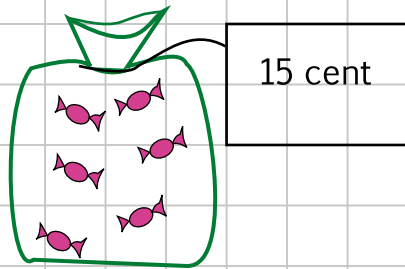
Chi può comprare le caramelle?

Le caramelle costano 15 centesimi.

Nelle tasche di Marco, Miriam e Alice ci sono delle monetine.

Chi può comprare le caramelle?

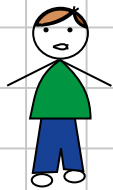
Metti una crocetta nel suo nome.



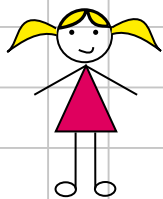
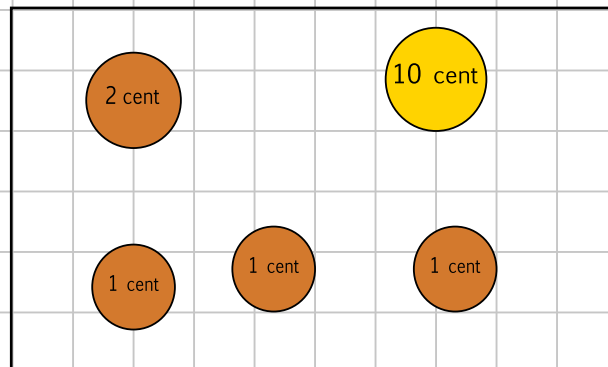
MARCO

MIRIAM

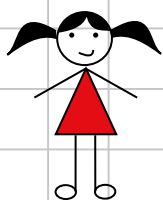
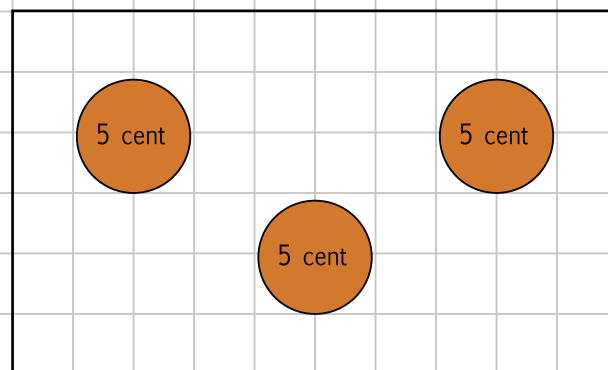
ALICE



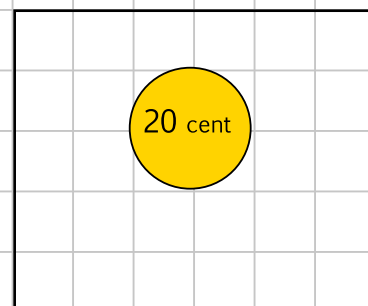
MARCO



MIRIAM



ALICE

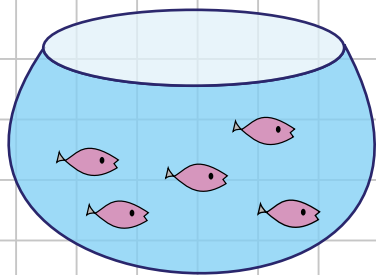


FACCIAMO LA SPESA

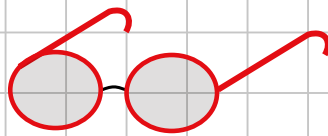
Giulia possiede queste monete. Cosa può comprare?



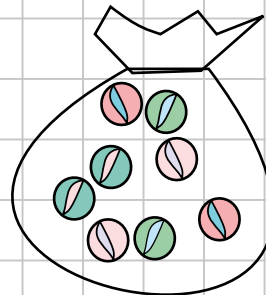
In tutto possiede euro



9 EURO



12 EURO



4 EURO



5 EURO

Può comprare
e le restano euro

oppure

Può comprare
e le restano euro

oppure

Può comprare
e le restano euro

oppure

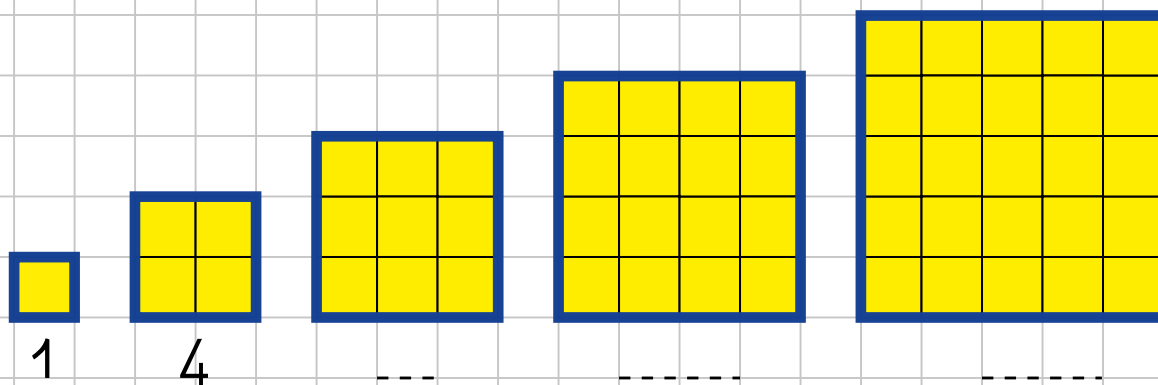
può comprare e
e le restano euro

Non può comprare
perché le mancano euro

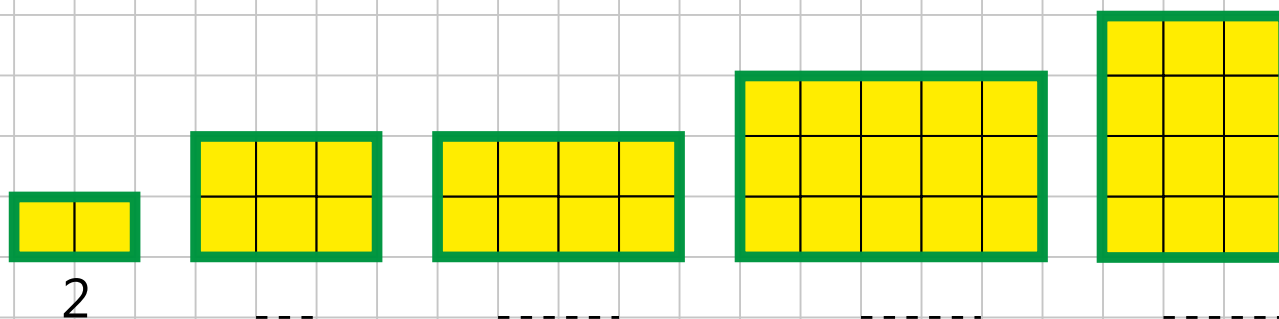
FORMIAMO LE FIGURE

e contiamo i cubetti

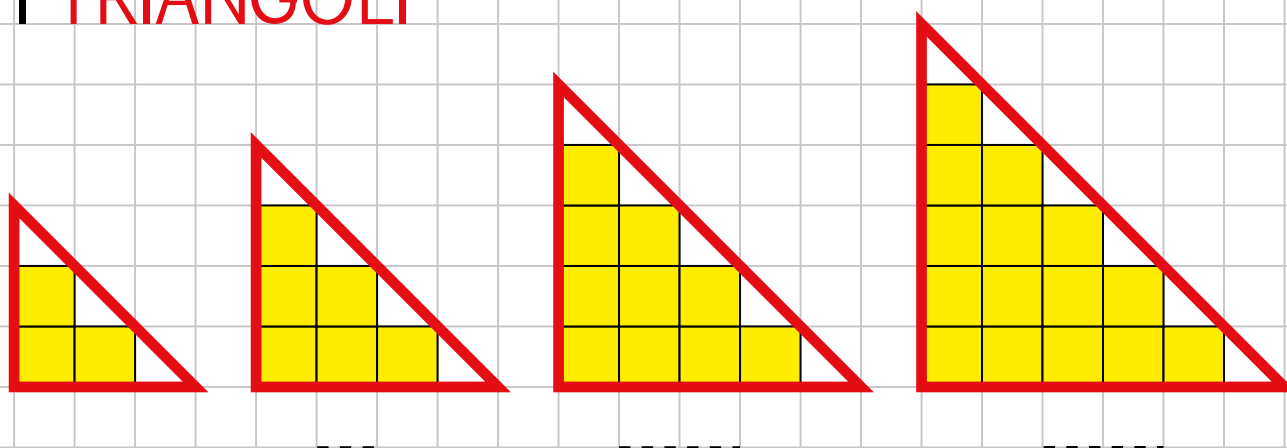
I QUADRATI



I RETTANGOLI



I TRIANGOLI



PAG	OBIETTIVI	ATTIVITÀ
3	Rafforzare i concetti: - sopra/sotto - dentro/fuori - piccolo/grande	Chiediamo di posizionare cubetti sopra o sotto il banco o altri oggetti presenti in aula. Ogni bambino ha un cubetto e l'insegnante indica di metterlo prima dentro e poi fuori della scatola, della tasca, dell'astuccio, ... I bambini costruiscono con i cubetti case di varia grandezza e le confrontano con quelle dei compagni.
4	- alto/basso	I bambini costruiscono con i cubetti palazzi e torri di varia altezza e li confrontano, poi ne costruiscono altri in ordine crescente o decrescente.
5	- corto/lungo	I bambini costruiscono con i cubetti trenini o bruchi di varia lunghezza e li confrontano, poi ne costruiscono altri in ordine crescente o decrescente.
6-7	Confrontare quantità: di meno/di più	I bambini mettono materiale vario nelle scatole e quando l'insegnante chiede "di più" o "di meno" devono aggiungere o togliere elementi. Possono confrontare delle scatole preparate con materiali diversi e dire quale contiene più o meno oggetti.
da 8 a 10	Formare insiemi	Raccogliamo oggetti nell'ambiente circostante (foglie, sassolini, conchiglie...) e li raggruppiamo secondo una caratteristica comune (forma, colore...) Predisponiamo piccoli materiali (perline, bottoni, chiodini, ceci, ditalini...) e i bambini devono classificarli. Si possono usare le scatole del Contafacile come contenitori.
11-12	Usare i quantificatori : uno, nessuno, tutti, qualche, pochi, molti, alcuni, tanti, niente.	I bambini versano i cubetti di una scatola sul banco e mettono nella scatola i cubetti secondo le richieste dell'insegnante. (Fare notare che alcune risposte sono soggettive).
da 13 a 16	Formare insiemi equipotenti (tanti quanti)	Facciamo infilare le dita dei bimbi dentro i buchi dei cubetti di una scatola e notiamo che abbiamo un cubetto per ogni ditino: sono "tanti-quanti". L'insegnante prepara scatole con vario materiale e i bambini effettuano confronti diretti: possono mettere per esempio "un fiore per ogni vaso" usando cubetti e chiodini. Gioco: "Tutti a casa" (vedi Guida all'uso del Contafacile pag.16-19)
17-18	Confrontare insiemi: uguale e diverso . Ricerca caratteristiche comuni : forma, colore, quantità.	Prepariamo delle scatole ed invitiamo i bambini a farne uguali o diverse. Prepariamo delle scatole con un elemento diverso che i bambini devono individuare. Prepariamo coppie di scatole con una caratteristica comune che i bambini devono riconoscere.
19	Sviluppare fantasia	Giochiamo con la fantasia e utilizziamo i cubetti come oggetti vari: uova, mele, animalletti, ecc...
da 20 a 31	Presentare i numeri da 0 a 5	I bambini hanno sul banco di volta in volta una scatola con 0, 1, 2, 3, 4, 5 elementi con i quali giocano e familiarizzano, inoltre formano varie figure che rimarranno come "modelli" delle quantità e potranno essere utilizzati per il calcolo mentale.
da 32 a 34	Costruire la sequenza numerica da 0 a 5 . Precedente e successivo	I bambini imparano la sequenza numerica verbale associandola all'attività manipolativa. Contano i cinque cubetti mettendoli uno per volta dentro o fuori la scatola. Trovano il precedente e il successivo di un numero togliendo o aggiungendo un cubetto.
35	Confrontare quantità: maggiore, minore, uguale	Confrontiamo quantità diverse di cubetti utilizzando due bastoncini (es. shangai, matite, colori) e introduciamo i simboli $> < =$. Gioco: "Ruba mazzo" con le carte italiane, utilizzando solo le carte fino al 5.
36-37	Scomporre i numeri entro il 5	Per le scomposizioni a coppie inviteremo i bambini a formare i numeri (da 2 a 5) utilizzando le due facce dei cubetti: quella piena e quella bucata. Gioco: "Quanti buchi? Quanti senza?" . L'insegnante prepara le varie combinazioni dei numeri e invita i bambini a riconoscere le coppie in un gioco di velocità. Gioco: "Facciamo i numeri a pezzetti e li ricomponiamo" . I bambini giocano a spezzare i numeri: per esempio, per scomporre il 4, prendono quattro cubetti (la finestra) e facendo i pezzetti diranno che possono fare quattro sgabelli, o due banchi, o una sedia e uno sgabello. I bambini poi attaccano i pezzetti e ricompongono il numero.
da 38 a 41	Risolvere problemi ed eseguire addizioni entro il 5	Creiamo piccole situazioni problematiche che i bambini vivranno in classe da protagonisti e risolveranno. I cubetti di volta in volta, fungeranno da mele, pere, uova ecc... Per le addizioni con i cubetti, conviene sempre mettere nei coperchietti i cubetti da sommare e distinguere gli addendi posizionando i cubetti del secondo addendo con i buchi rivolti verso l'alto.
da 42 a 45	Risolvere problemi ed eseguire sottrazioni (come resto) entro il 5	Creiamo piccole situazioni problematiche che i bambini vivranno in classe da protagonisti e risolveranno. I cubetti di volta in volta, fungeranno da mele, pere, uova ecc... I bambini prendono i cubetti indicati dal minuendo, girano dalla parte del buco i cubetti da togliere (sottraendo) e li allontanano. Nei disegni, con il trattino blu indichiamo l'azione di togliere.

da 46 a 53	Presentare i numeri da 6 a 9	I bambini hanno sul banco di volta in volta una scatolina con 6, 7, 8, 9 elementi con i quali giocano e familiarizzano, inoltre formano varie figure che rimarranno come "modelli" delle quantità e potranno essere utilizzati per il calcolo mentale.
da 54 a 59	Costruire la sequenza numerica da 5 a 9. Precedente e successivo	I bambini imparano la sequenza numerica verbale associandola all'attività manipolativa. Contano i nove cubetti mettendoli uno per volta dentro o fuori la scatolina. Trovano il precedente e il successivo di un numero togliendo o aggiungendo un cubetto.
60-61	Affrontare situazioni problematiche con la famiglia dei bruchini	Gioco: "La famiglia Bruchini" . Si costruisce la famiglia formata da tre figli (bruchino Uno, bruchino Due e bruchino Tre), mamma bruco (Quattro) e papà bruco (Cinque), mettendo del nastro adesivo sotto i cubetti per tenerli uniti e attaccando delle faccette. Questi personaggi favoriscono la memorizzazione della "forma lunga" dei numeri da uno a cinque. La scatolina della decina, che in questo caso è solo "la macchina" della famiglia, suscita numerosi problemi che i bambini sono stimolati a risolvere.
da 62 a 65	Scomporre i numeri da 6 a 9	Gioco: "Facciamo i numeri a pezzetti e li ricomponiamo" : i bambini formano i numeri con i cubetti nelle due configurazioni principali e giocano a farli a "pezzetti". Poi li ricompongono. Gioco: "Quanti in tutto? Quanti buchi? Quanti senza?" L'insegnante dispone i cubetti nelle scatoline con parti con i buchi e parti senza buco, e i bambini devono riconoscere, in un gioco di velocità: quanti in tutto, quanti con il buco e quanti senza. Per poter essere veloci i bambini cercano di riconoscere le quantità dalla forma e scoprono la "strategia" del calcolo orale usando il complementare. Gioco: "Attacca e stacca" . I bambini "attaccano" e "staccano" dei gruppi di cubetti, accompagnando l'azione con l'espressione verbale che indica l'operazione fatta: "aggiungo", "tolgo" e in un secondo momento con quella formale (es. $4+3=7$; $7-3=4$)
66-67	Risolvere problemi ed eseguire addizioni entro il 9	L'insegnante crea piccole situazioni problematiche che i bambini vivranno in classe da protagonisti e risolveranno. I cubetti di volta in volta, fungeranno da mele, pere, uova ecc... Per le addizioni con i cubetti, conviene sempre mettere nei coperchietti i cubetti da sommare e distinguere gli addendi posizionando i cubetti del secondo addendo con i buchi rivolti verso l'alto.
da 68 a 70	Risolvere problemi ed eseguire sottrazioni (come resto) entro il 9	L'insegnante crea piccole situazioni problematiche che i bambini vivranno in classe da protagonisti e risolveranno. I cubetti, di volta in volta, fungeranno da mele, pere, uova, ecc... I bambini prendono i cubetti indicati dal minuendo, girano dalla parte del buco i cubetti da togliere (sottraendo) e li allontanano. Nei disegni, con il trattino blu indichiamo l'azione di togliere.
71	Riconoscere i numeri pari e dispari	Chiediamo ai bambini di mettere un numero di cubetti in due file uguali: se è possibile il numero è pari, altrimenti è dispari. Gioco dei Gemelli: "litighiamo o no?"
72-73	Comprendere il concetto di sottrazioni come differenza	Confrontiamo quantità disposte in righe o in colonne e chiediamo: "quanti di più?", "quanti di meno?", "qual è la differenza?".
74-75	Confrontare quantità: maggiore, minore e uguale	Confrontiamo quantità. Gioco: "Ruba mazzo" con le carte italiane, utilizzando solo le carte fino al 9.
76	Imparare la filastrocca	Memorizzazione delle quantità da uno a nove attraverso una simpatica filastrocca.
77	Introdurre il concetto di decina. Poesia "la decina"	<i>Per l'introduzione della decina vedi pag. 27-30 della Guida all'uso del Contafacile.</i> Osservando il "porta cifre" del Contafacile facciamo notare ai bambini che non abbiamo più cifre distinte per indicare i numeri oltre il nove, per cui useremo due cifre. Il leggio colorato ci aiuterà in una prima fase a indicare le scatoline (decine) nel riquadro rosso e le unità nel riquadro giallo. Gioco: "Scatole piene e cubetti sciolti" a) data una quantità di cubetti i bambini scriveranno il numero sul leggio colorato; b) dato il numero i bambini prenderanno le quantità. Si farà questo, in un primo momento, solo come gioco senza registrazione nel quaderno. Se i bambini non hanno i leggii, basta attaccarne uno sulla lavagna o disegnarlo e utilizzarlo a turno.
78-79	Comporre il numero dieci e disegnare la decina	Facciamo preparare ai bambini gruppetti di dieci elementi usando materiali vari e i cubetti. Cominciamo ad usare la parola "decina".
da 80 a 84	Comporre e scomporre il numero dieci, eseguire addizioni e sottrazioni entro il dieci	Utilizziamo le due facce dei cubetti per i seguenti giochi: a) "Il Condominio" . L'insegnante prepara scatoline piene (i "palazzi") con cubetti con e senza buchi in varie combinazioni; gli alunni devono riconoscere, in un gioco di velocità, quanti bambini sono "svegli" e quanti "dormono". b) "Quanti buchi? Quanti senza?" . L'insegnante prepara scatoline piene con cubetti con e senza buchi in varie combinazioni; i bambini devono riconoscere, in un gioco di velocità, quanti con il buco e quanti senza. Per poter essere veloci i bambini cercano di riconoscere le quantità dalla forma e scoprono la "strategia" del calcolo orale usando il complementare. c) "Facciamo il dieci a pezzetti" . d) "Attacca e stacca" : i bambini "attaccano" e "staccano" dei gruppi di cubetti, accompagnando l'azione con l'espressione verbale che indica l'operazione fatta: "aggiungo", "tolgo" e in un secondo momento con quella formale (es. $4+6=10$; $10-6=4$).
85 e 88	Risolvere problemi ed eseguire addizioni con tre addendi	Presentiamo situazioni problematiche con tre addendi, utilizzando anche i personaggi della famiglia dei "bruchini".

86-87	Usare i numeri ordinali	Prepariamo due o tre trenini con dieci vagoni ciascuno, secondo il numero degli alunni, da appendere alla parete dell'aula e diamo ad ogni bambino un cartoncino con il suo nome. Appena i bambini al mattino arrivano a scuola mettono il proprio cartoncino sul primo vagone libero. Per esprimere l'ordine di arrivo verrà naturale usare i numeri ordinali (es: Mario è arrivato per primo e ha occupato il primo posto...).
da 89 a 98	Conoscere i numeri da dieci a venti e oltre	Costruiamo la sequenza numerica da dieci a venti, aggiungendo un cubetto per volta e registriamo nel leggio colorato. Gioco: "Scatole piene e cubetti sciolti" a) data una quantità di cubetti, i bambini li contano, posizionandoli in maniera ordinata nelle scatoline e nei coperchietti e scrivono il numero sul leggio colorato; b) dato il numero, i bambini prenderanno le quantità. Questa volta il lavoro verrà verbalizzato e registrato nel quaderno. Il gioco può essere ripetuto con piccoli materiali (perline, ditalini, biglie,...) che saranno messi nelle scatoline rosse (le decine) e nei coperchietti trasparenti per le quantità inferiori (le unità).
99-100	Risolvere problemi con addizioni e sottrazioni entro il venti	Creiamo piccole situazioni problematiche che i bambini vivranno in classe da protagonisti e risolveranno. I cubetti, di volta in volta, fungeranno da mele, pere, uova, ecc...
da 101 a 103	Eseguire operazioni in riga e risolvere problemi relativi	Nell'eseguire i calcoli consigliamo di usare a lungo le scatoline e i cubetti del Contafacile. Sarà il materiale di volta in volta a suggerire le varie strategie da usare. Per esempio, per fare $12 + 5$, i bambini metteranno sul banco 1 decina, 2 cubetti e 5 cubetti. Alcuni bambini aggiungeranno uno per volta i 5 elementi, altri prima uniranno le unità $2+5=7$, poi aggiungeranno la decina $10+7=17$. Altri ancora, avvicinando il 5 alla decina, partiranno da 15 e sommeranno 2 cubetti ($15+2=17$). Utilizzeranno spontaneamente le proprietà dissociativa, associativa, commutativa che saranno formalizzate in seguito, ma discusse fin da ora. Es: $12+5 = 10+2+5 = 10+(2+5) = 10+7 = 17$
da 104 a 109	Eseguire operazioni in riga con tappa alla decina e risolvere problemi relativi	Per effettuare addizioni del tipo $8+6$, spezziamo il secondo addendo in modo da completare la decina. La lettura del risultato sarà immediata. Es: $8+6 = (8+2)+4 = 10+4 = 14$ Per effettuare sottrazioni del tipo $15-7$ togliamo gli elementi dal minuendo in due fasi, facendo prima tappa alla decina. Es: $15-7 = (15-5)-2 = 10-2 = 8$
da 110 a 113	Eseguire operazioni in colonna e risolvere problemi relativi	Posizioniamo il materiale indicato dai due addendi in maniera ordinata. Sommiamo le unità e registriamo. Sommiamo le decine e registriamo.
da 114 a 117	Operazioni in colonna con riporto e prestito e problemi relativi	Addizione con "riporto" : posizioniamo il materiale indicato dai due addendi in maniera ordinata. Sommiamo le unità, otteniamo un numero superiore a dieci, quindi formiamo una nuova decina e registriamo le unità rimaste. Sommiamo poi le decine, aggiungiamo la nuova decina formata (riporto) e registriamo. Sottrazione con "prestito" : posizioniamo la quantità indicata dal minuendo. Le unità da togliere sono di più di quelle a disposizione per cui apriamo una scatolina (prendiamo in prestito una decina). Ora possiamo sottrarre le unità e registrare il risultato. Sottraiamo poi le decine indicate, osservando che il minuendo ha una decina di meno.
118	Registrare e leggere dati statistici	Gioco: "Dico la mia" . Diamo ad ogni bambino un cubetto e lo invitiamo a partecipare alla nostra "rilevazione dati" mettendo il suo cubetto nella colonna che lo riguarda. Impariamo a leggere i risultati sul grafico.
119	Scoprire la coppia e il paio	Gioco: "Forma la coppia, forma il paio" . Prepariamo un numero pari di cartellini con soggetti diversi, due per ogni tipo, (possiamo usare il "Memory"), li consegniamo ai bambini che devono riformare la coppia o il paio. Gioco: "L'uomo nero" .
120-121	Calcolare il doppio e la metà	Gioco: "Formo il doppio, trovo la metà" . Consegniamo quantità diverse di cubetti a ciascun bambino e li invitiamo a trovare il doppio e la metà.
122-123	Conoscere l' euro	Gioco: "Il mercato" . Si invitano i bambini a portare piccoli oggetti, di poco valore per allestire bancarelle. A turno venderanno o compreranno, usando solo centesimi o solo euro.
124	Formare principali figure geometriche	Gioco: "Costruiamo le figure" . I bambini costruiranno con i cubetti dei quadrati, dei rettangoli e figure simili a triangoli, poi conteranno i cubetti utilizzati per realizzarli.
da 125 a 127	Indice	Obiettivi, attività e giochi.

P.S.: Lo studio delle basi, che serve per poter avere una visione più ampia del nostro sistema di numerazione, può essere affrontato, secondo la realtà della classe, a discrezione dell'insegnante, in vari momenti didattici. Alcune insegnanti preferiscono inserirlo tra le attività dell'ultima classe della scuola dell'infanzia, altre in prima primaria, altre ancora in seconda primaria. Riteniamo che tutte le scelte siano ugualmente valide. Per lasciare libere le insegnanti di affrontare l'argomento nel momento che riterranno più opportuno, abbiamo scelto di non inserirlo in questo quaderno e di mettere a disposizione le schede relative nel sito www.contafacile.it

I modellini della **Base due** e **Base tre** del Contafacile consentono di affrontare l'argomento sotto forma di gioco.

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