

Barcelona C. p. 25 / 05/09 Mercoledì

Addizioni in colonna

$$2 + 2 = 4$$

$$4 + 2 = 6$$

$$3 + 2 = 5$$

$$4 + 4 = 8$$

$$6 + 2 = 8$$

$$7 + 2 = 9$$

$$2 + 7 = 9$$

$$6 + 3 = 9$$

$$3 + 3 = 6$$

$$4 + 5 = 9$$



A number line with a red square at 0 and a blue square at 2. The number 2 is written above the line, and 2 is written below the line. A horizontal line is drawn below the 2, and the number 4 is written below that line.

$$\begin{array}{r} 2 + \\ 2 = \\ \hline 4 \end{array}$$



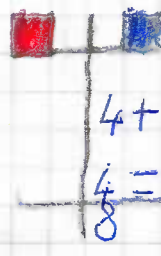
A number line with a red square at 0 and a blue square at 4. The number 4 is written above the line, and 2 is written below the line. A horizontal line is drawn below the 2, and the number 6 is written below that line.

$$\begin{array}{r} 4 + \\ 2 = \\ \hline 6 \end{array}$$



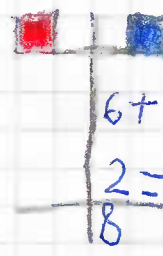
A number line with a red square at 0 and a blue square at 3. The number 3 is written above the line, and 2 is written below the line. A horizontal line is drawn below the 2, and the number 5 is written below that line.

$$\begin{array}{r} 3 + \\ 2 = \\ \hline 5 \end{array}$$



A number line with a red square at 0 and a blue square at 4. The number 4 is written above the line, and 4 is written below the line. A horizontal line is drawn below the 4, and the number 8 is written below that line.

$$\begin{array}{r} 4 + \\ 4 = \\ \hline 8 \end{array}$$



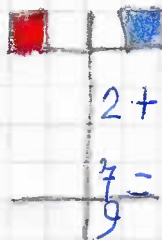
A number line with a red square at 0 and a blue square at 6. The number 6 is written above the line, and 2 is written below the line. A horizontal line is drawn below the 2, and the number 8 is written below that line.

$$\begin{array}{r} 6 + \\ 2 = \\ \hline 8 \end{array}$$



A number line with a red square at 0 and a blue square at 7. The number 7 is written above the line, and 2 is written below the line. A horizontal line is drawn below the 2, and the number 9 is written below that line.

$$\begin{array}{r} 7 + \\ 2 = \\ \hline 9 \end{array}$$



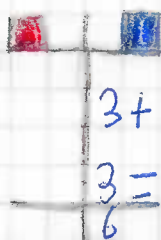
A number line with a red square at 0 and a blue square at 2. The number 2 is written above the line, and 7 is written below the line. A horizontal line is drawn below the 7, and the number 9 is written below that line.

$$\begin{array}{r} 2 + \\ 7 = \\ \hline 9 \end{array}$$



A number line with a red square at 0 and a blue square at 6. The number 6 is written above the line, and 3 is written below the line. A horizontal line is drawn below the 3, and the number 9 is written below that line.

$$\begin{array}{r} 6 + \\ 3 = \\ \hline 9 \end{array}$$



A number line with a red square at 0 and a blue square at 3. The number 3 is written above the line, and 3 is written below the line. A horizontal line is drawn below the 3, and the number 6 is written below that line.

$$\begin{array}{r} 3 + \\ 3 = \\ \hline 6 \end{array}$$



A number line with a red square at 0 and a blue square at 4. The number 4 is written above the line, and 5 is written below the line. A horizontal line is drawn below the 5, and the number 9 is written below that line.

$$\begin{array}{r} 4 + \\ 5 = \\ \hline 9 \end{array}$$

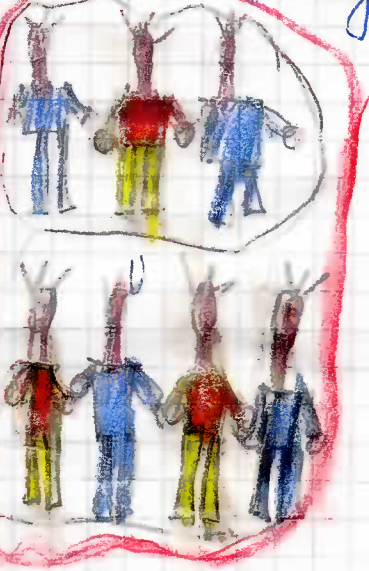
Barcelona P. 1. 20 Aprile 2004 Lunedì Antonino

Problemino

Luigi ha 3 fratelli. Marco ne ha 4.

Quanti sono in tutto?

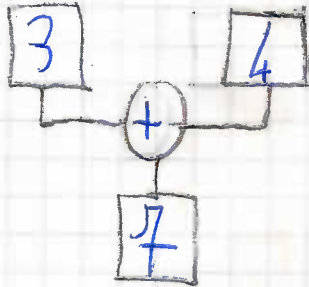
Con il disegno



Con i numeri

$$3 + 4 = 7 \text{ (fratelli)}$$

$$\begin{array}{r} 3 + \\ 4 = \\ \hline 7 \end{array}$$



Con le parole

In tutto sono 7 fratelli.

Barcellona P. G. 23 Aprile 2002 Giovedì Antonino.

L'è un segno che significa per volte (x).

Disegniamo 3 case 1 volta.



$$3 \times 10 = 3$$

Disegna 1 mela 1 volta.



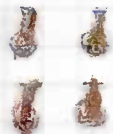
$$1 \times 10 = 1$$

Disegna 2 farfalle 1 volta.



$$2 \times 10 = 2$$

Disegna 2 castagne 2 volte.



$$2 \times 20 = 4$$

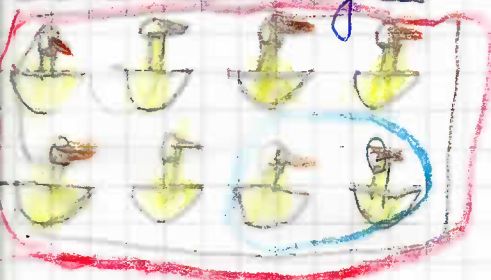
Barcellona P. G. 23 Aprile 2009 Giovedì Antonino

Problemino

Sotto un tetto c'erano 8 nidi di rondini.

Quanti ne sono rimasti se 2 sono caduti?

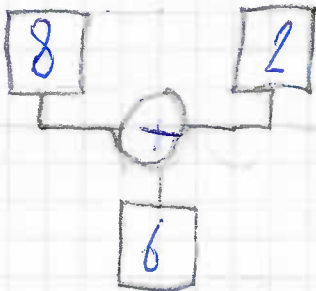
Con il disegno



Con i numeri

$$8 - 2 = 6$$

8	-	2
<hr/>		
		6



Con le parole

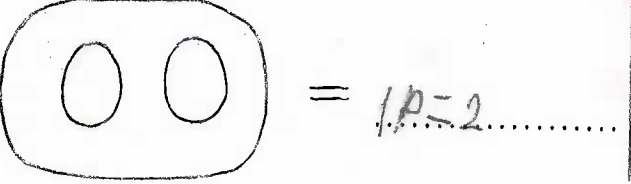
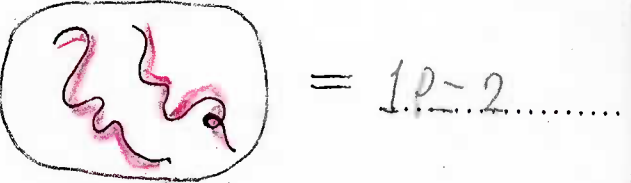
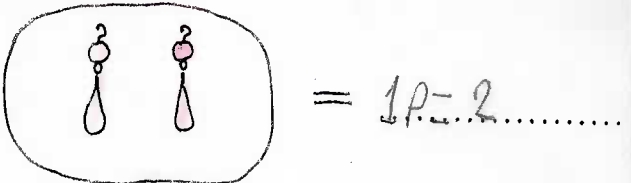
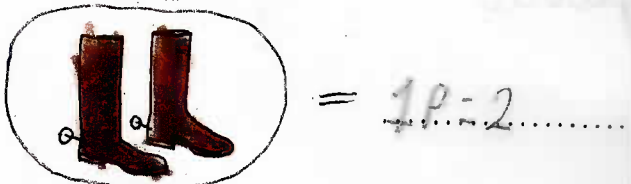
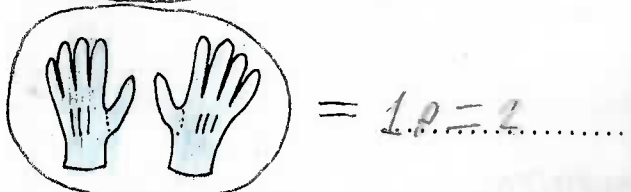
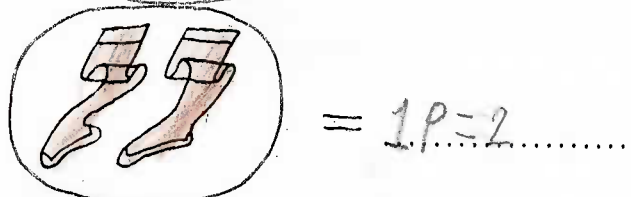
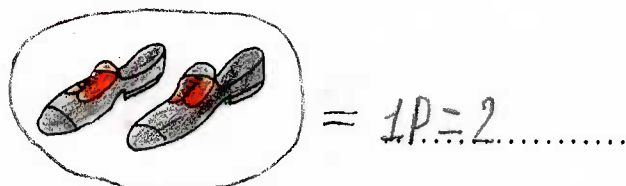
Ne sono rimasti 6 nidi.

Barcellona P. G. 05 Maggio 2009

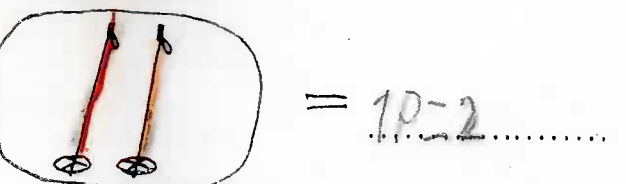
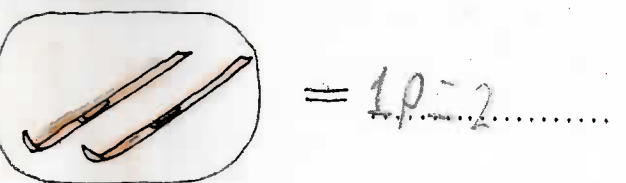
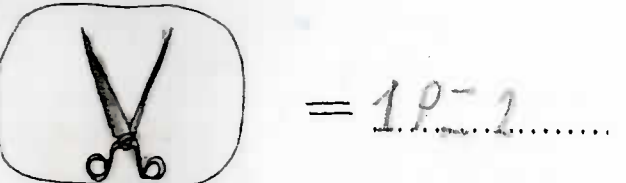
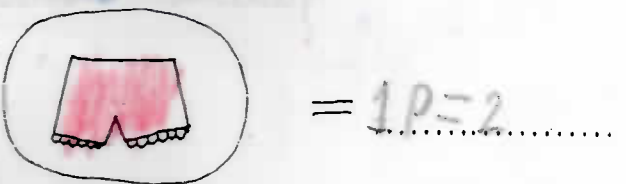
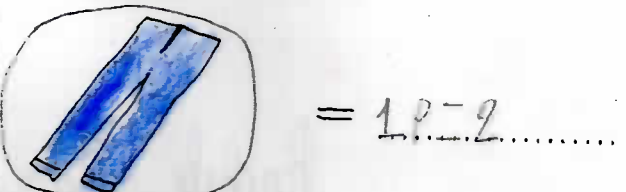
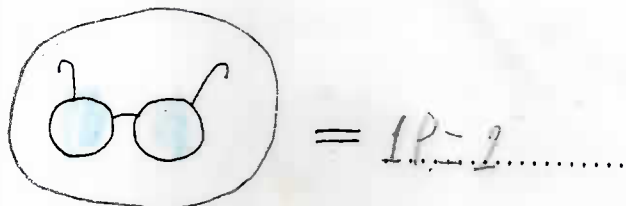
UN PAIO SONO DUE COSE UGUALI

Quante cose sono? Scrivi il numero.

Un paio di...



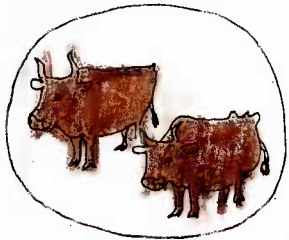
Un paio di...



Nella prima colonna « il paio = 2 cose uguali » è evidente. Il bambino scriverà = 2. Invece in molti casi della seconda colonna le due cose uguali si riferiscono a due parti uguali dello stesso oggetto (es.: due lenti). Il bambino perciò dovrà scrivere = 1 anche se parlando dirà: « Un paio di forbici ».

UNA COPPIA = 2

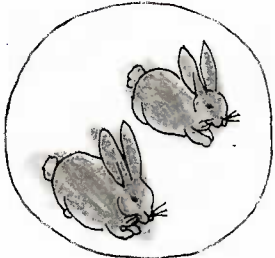
Quanti sono? Una coppia di....



= 1C=2....



= 1C=2....



= 1C=2....



= 1C=2....



= 1C=2....



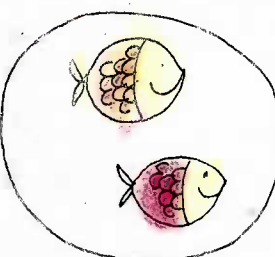
= 1C=2....



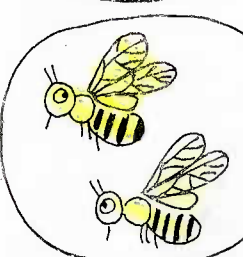
= 1C=2....



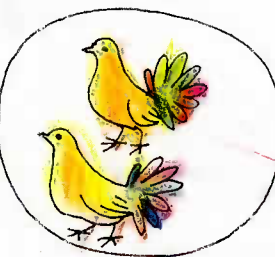
= 1C=2....



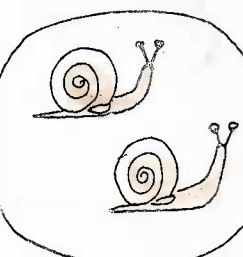
= 1C=2....



= 1C=2....



= 1C=2....

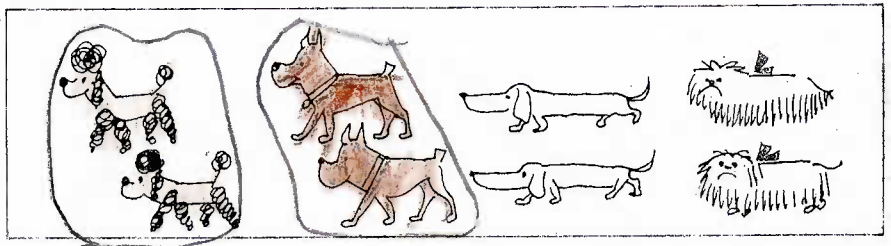


= 1C=2....

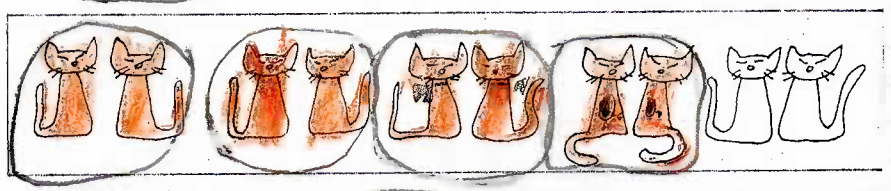
UNA COPPIA = 2

Cerchia il numero delle coppie indicato su ogni riga.

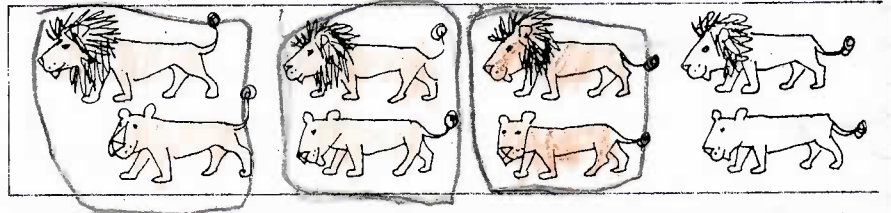
2 coppie



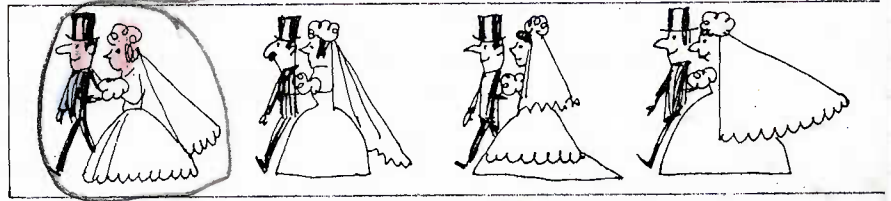
4 coppie



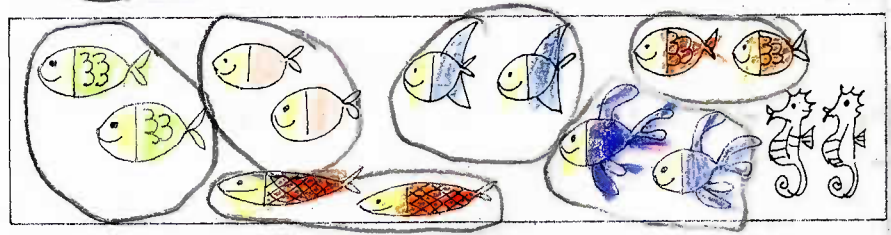
3 coppie



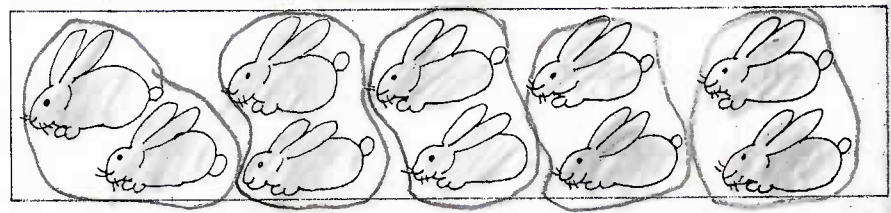
1 coppia



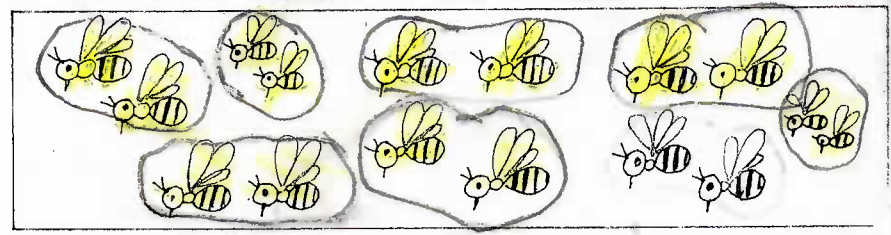
6 coppie



5 coppie

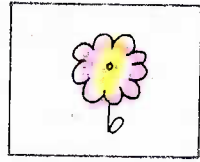


7 coppie

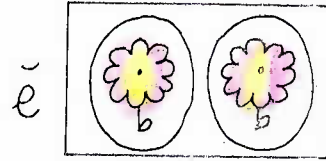


DOPPIO = 2 VOLTE

Il doppio di



1



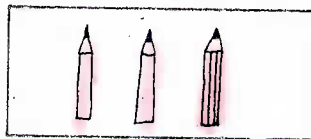
è
è 2



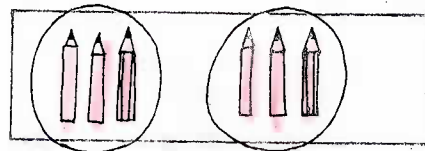
2



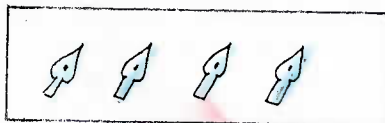
è
è 4



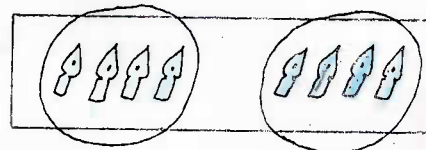
3



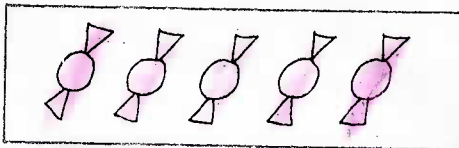
è
è 6



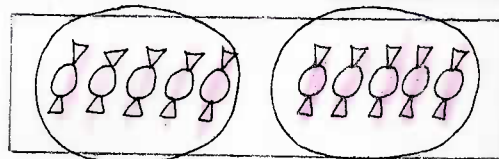
..... 4



è
è 8



..... 5

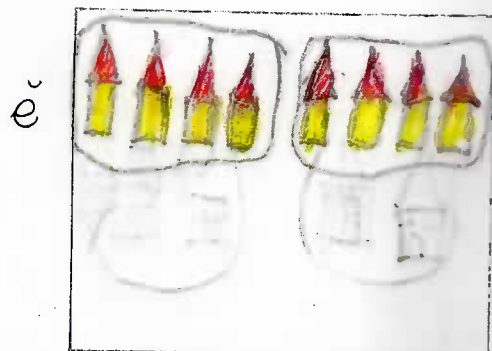


è
è 10

Prova tu.
Il doppio di



4

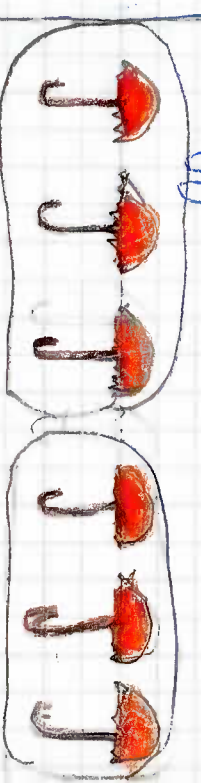


è
8

Barcellona V. N. 11 Maggio 2002 - Lunedì, Antonino

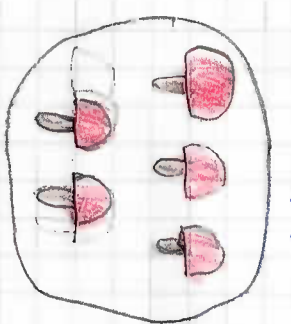
Doppio = 2 volte

Disegna il doppio di questi oggetti.



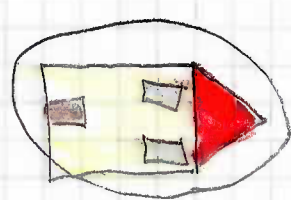
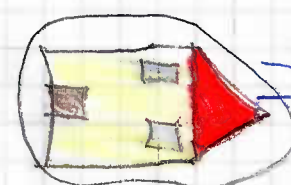
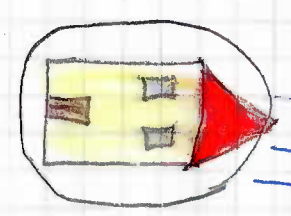
Il doppio di 3 è

Il doppio di 3 è 6



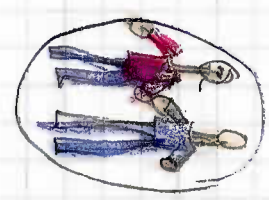
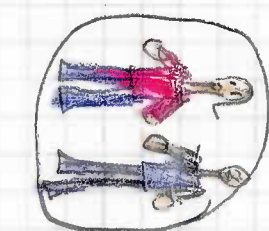
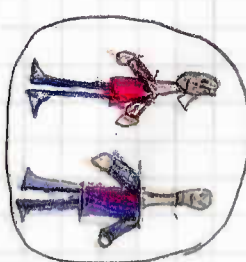
Il doppio di 5 è

Il doppio di 5 è 10



Il doppio di 1 è

Il doppio di 1 è 2

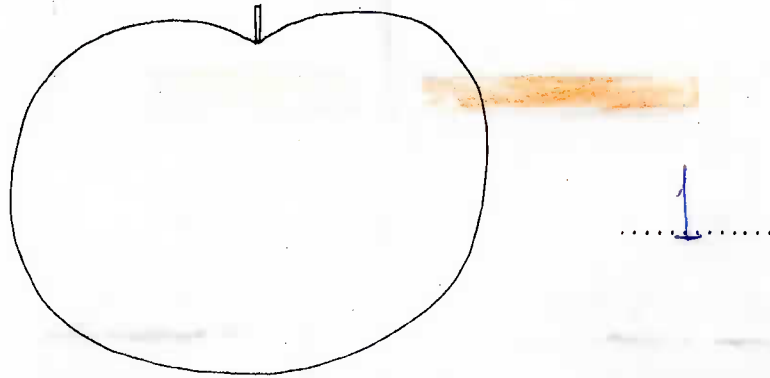


Il doppio di 55 è

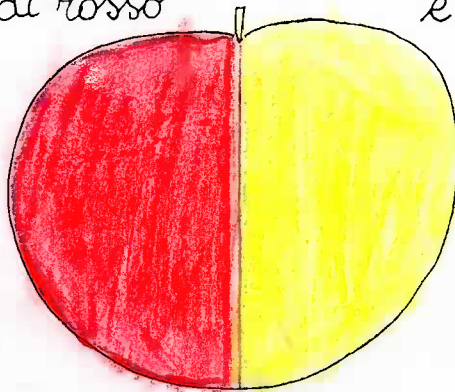
Il doppio di 2 è 4

LA METÀ DI 1
UNA METÀ = $\frac{1}{2}$

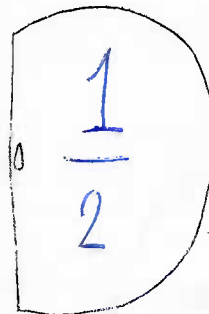
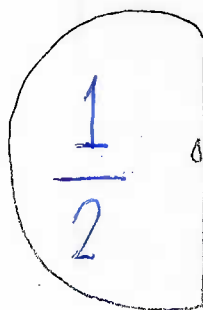
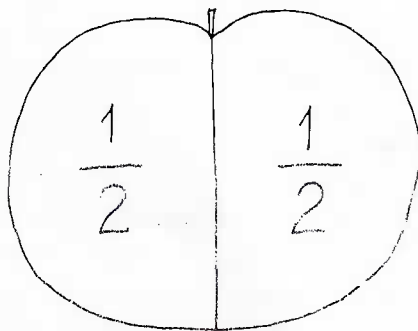
Ecco una mela intera. Scrivi il numero.



Taglia la mela (con una riga) in due parti uguali e colorale una di rosso e una di giallo.



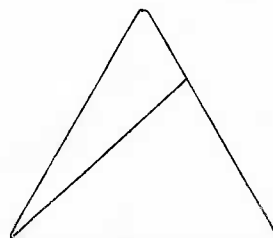
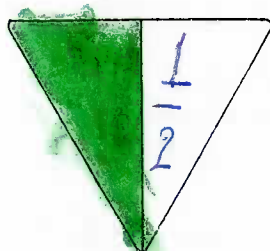
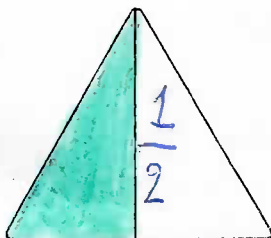
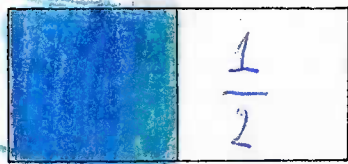
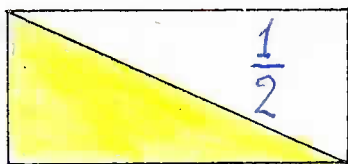
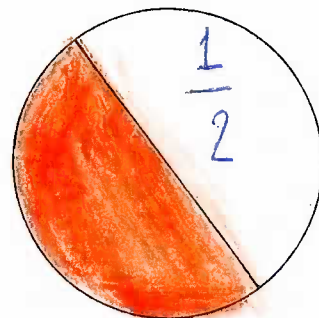
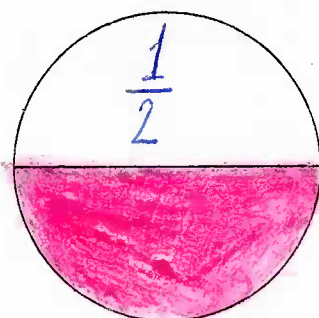
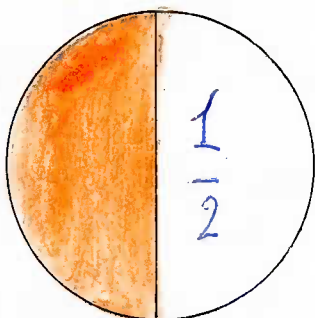
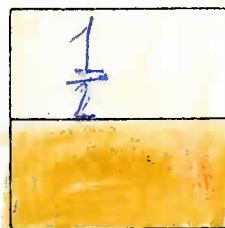
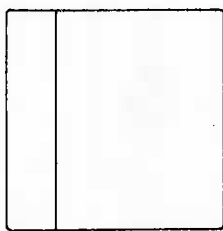
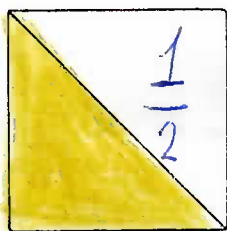
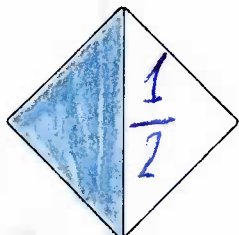
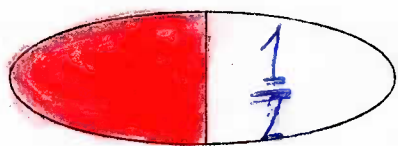
Ogni parte colorata è una metà della mela e si scrive così: $\frac{1}{2}$. Scrivi tu $\frac{1}{2}$ su ogni parte della mela.



Comprensione del concetto di parti uguali e della metà di un intero. Il bambino prima degli esercizi sul quaderno dovrà operare con oggetti reali (tagliare in due metà una mela, un foglio, un nastro, un dolce, una figura geometrica). Uso del numerale $\frac{1}{2}$.

LA METÀ DI 1

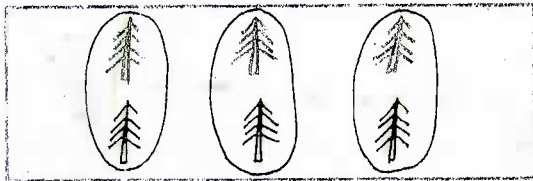
Colora una metà di ogni figura.
Scrivi $\frac{1}{2}$ sull'altra metà.



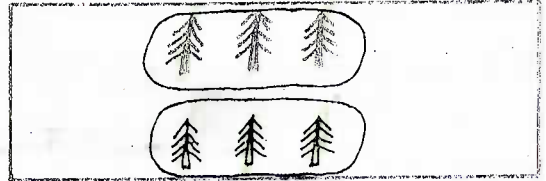
Buona 

Pratica nello scrivere il numerale $\frac{1}{2}$ e nel trovare la metà di un intero. Invitate il bambino a tagliare un foglio in due parti uguali e poi a sovrapporre le due parti in modo che si renda conto della loro uguaglianza o no.

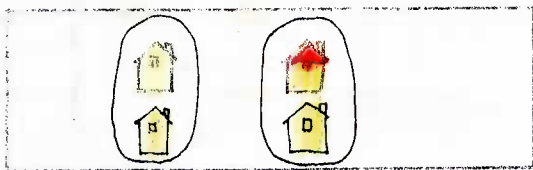
DALL'UNIONE DI INSIEMI EQUIVALENTI
ALLA RIPETIZIONE DELL'ADDIZIONE



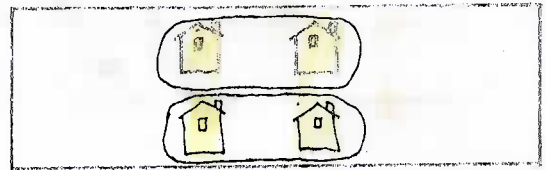
$$2 + 2 + 2 = 6 \dots\dots$$



$$3 + 3 = 6 \dots\dots$$

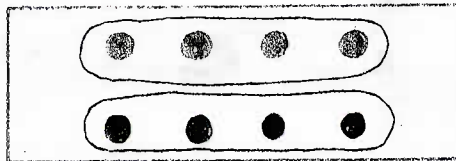


$$2 + 2 = 4 \dots\dots$$

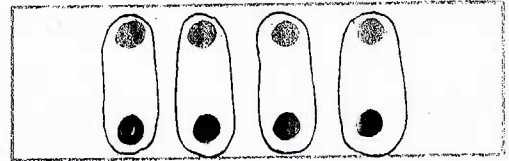


$$2 + 2 = 4 \dots\dots$$

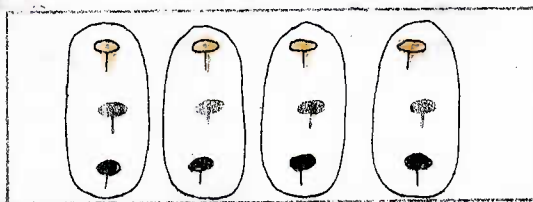
Prova tu.



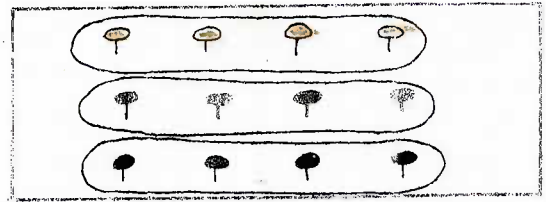
$$4 + 4 = 8 \dots\dots$$



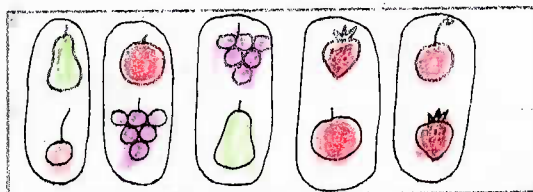
$$2 + 2 + 2 + 2 = 8$$



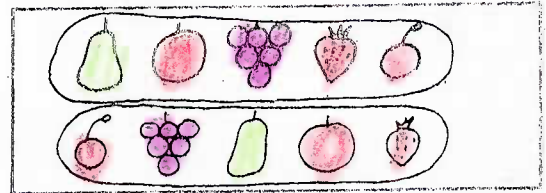
$$3 + 3 + 3 + 3 = 12$$



$$4 + 4 + 4 = 12$$

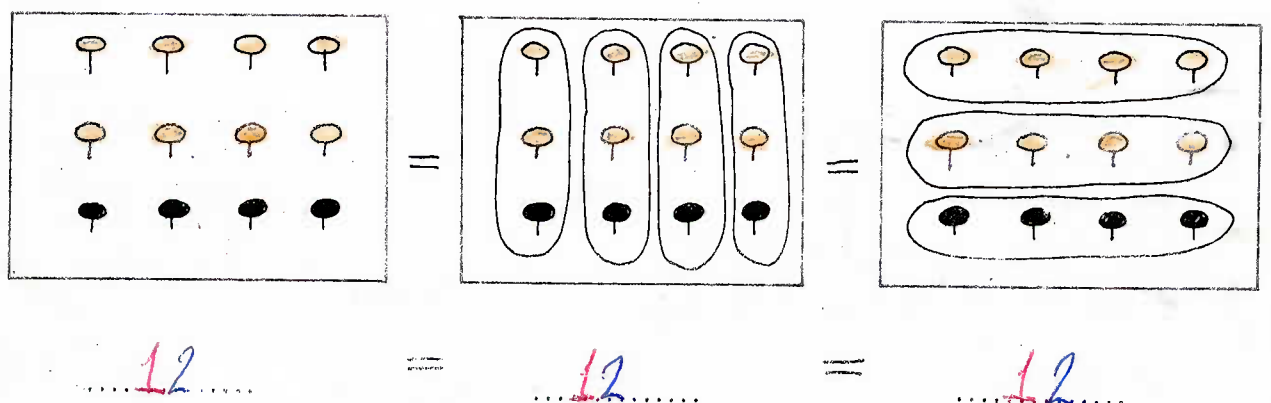
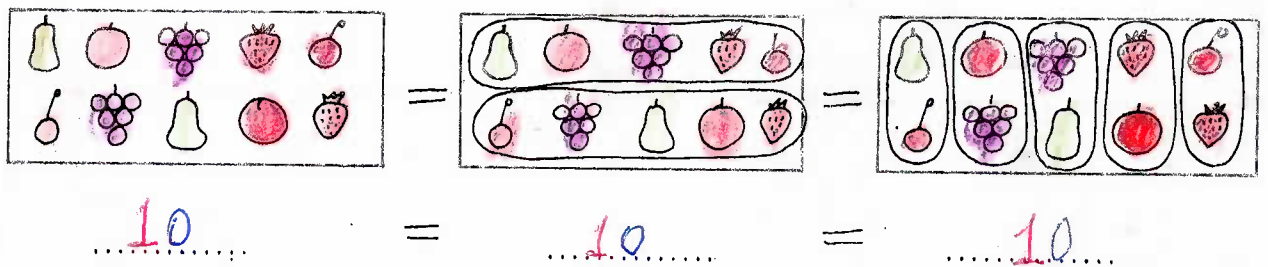
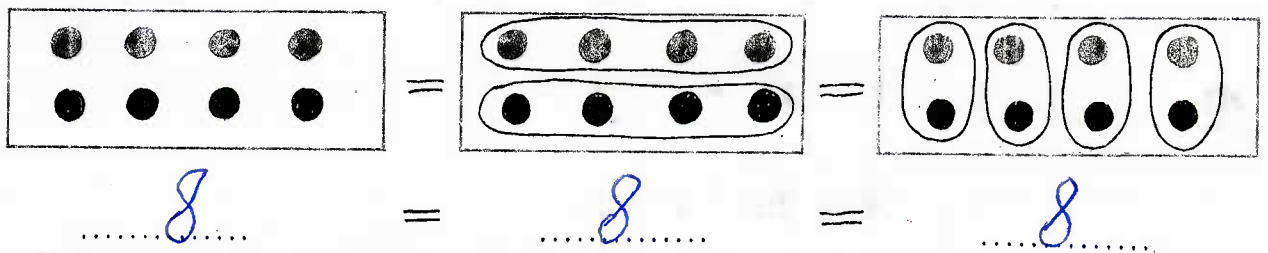
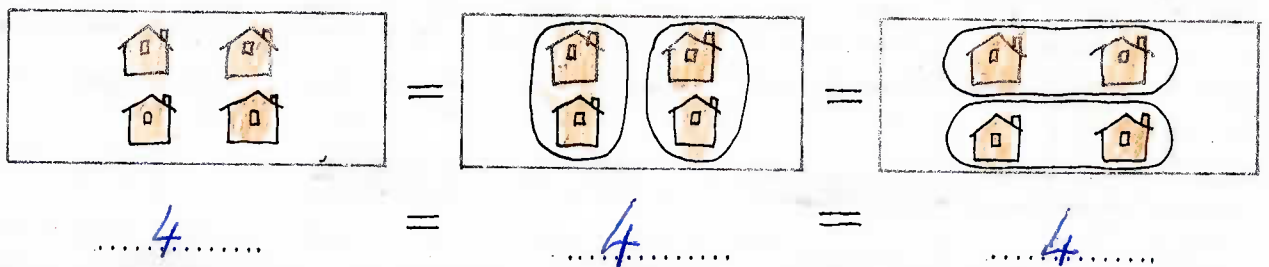
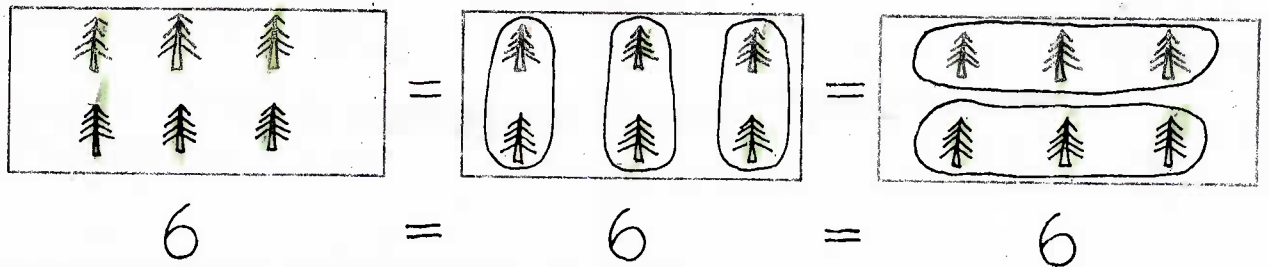


$$2 + 2 + 2 + 2 + 2 = 10 \dots\dots$$



$$5 + 5 = 10 \dots\dots$$

SCOMPOSIZIONE DI INSIEMI IN INSIEMI EQUIVALENTI



Barcelona Pg. 23 Maggio 2009 - Sabato, Antonino.

Esegui le seguenti operazioni in colonna.

$$15 + 2 = 17$$

$$13 + 1 = 14$$

$$12 + 2 = 14$$

$$11 + 4 = 15$$

$$10 + 3 = 13$$

$$15 - 2 = 13$$

$$14 - 1 = 13$$

$$13 - 2 = 11$$

$$16 - 5 = 11$$

$$12 - 1 = 11$$

$$\begin{array}{r} 15 + \\ 2 = \\ \hline 17 \end{array}$$

$$\begin{array}{r} 13 + \\ 1 = \\ \hline 14 \end{array}$$

$$\begin{array}{r} 12 + \\ 2 = \\ \hline 14 \end{array}$$

$$\begin{array}{r} 11 + \\ 4 = \\ \hline 15 \end{array}$$

$$\begin{array}{r} 10 + \\ 3 = \\ \hline 13 \end{array}$$

$$\begin{array}{r} 15 - \\ 2 = \\ \hline 13 \end{array}$$

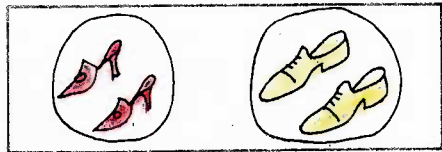
$$\begin{array}{r} 14 - \\ 1 = \\ \hline 13 \end{array}$$

$$\begin{array}{r} 13 - \\ 2 = \\ \hline 11 \end{array}$$

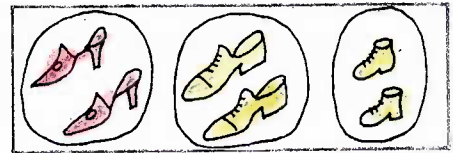
$$\begin{array}{r} 16 - \\ 5 = \\ \hline 11 \end{array}$$

$$\begin{array}{r} 12 - \\ 1 = \\ \hline 11 \end{array}$$

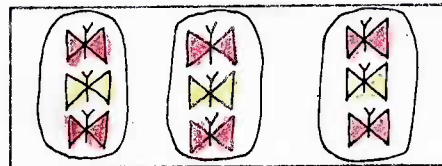
DALL'UNIONE DI INSIEMI EQUIVALENTI
AL CONCETTO DI MOLTIPLICAZIONE



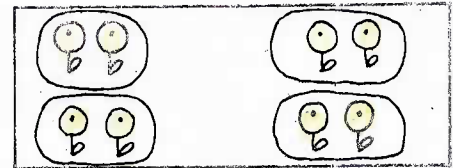
2 scarpe ripetute 2 volte
sono ...4... scarpe.



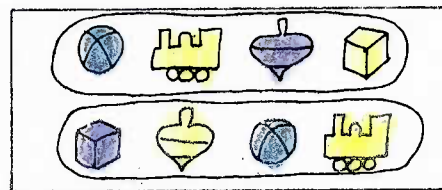
2 scarpe ripetute 3 volte
sono ...6... scarpe.



3 farfalle ripetute 3 volte
sono ...9... farfalle.



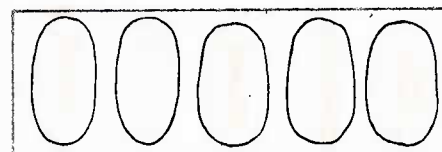
2 fiori ripetuti 4 volte
sono ...8... fiori.



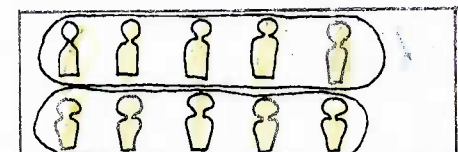
4 giocattoli ripetuti 2 volte
sono ...8... giocattoli.



1 bambino ripetuto 6 volte
sono ...6... bambini.

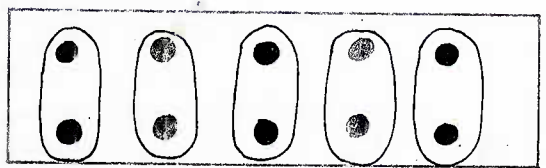


zero matite ripetute 5 volte
sono ...0... matite.



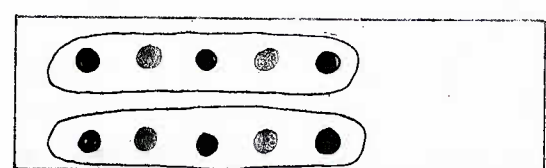
5 birilli ripetuti 2 volte
sono ...10... birilli.

DALLA RIPETIZIONE DELL'ADDIZIONE
ALLA MOLTIPLICAZIONE



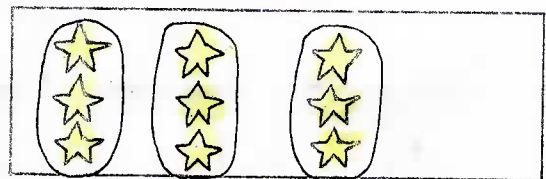
$2 + 2 + 2 + 2 + 2 = 10$

$2 \times 5 \text{ volte} = 10$



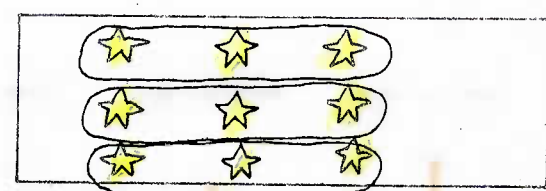
$5 + 5 = 10$

$5 \times 2 \text{ volte} = 10$



$3 + 3 + 3 = 9$

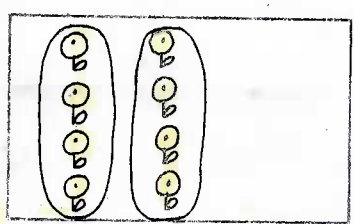
$3 \times 3 \text{ volte} = 9$



$3 + 3 + 3 = 9$

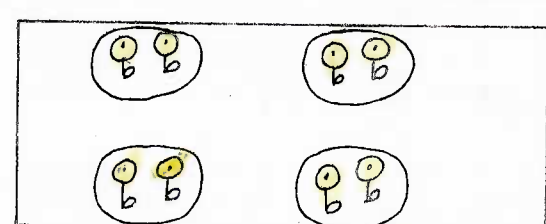
$3 \times 3 \text{ volte} = 9$

Prova tu.



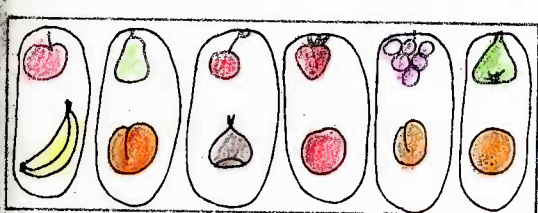
$4 + 4 = 8$

$4 \times 2 = 8$



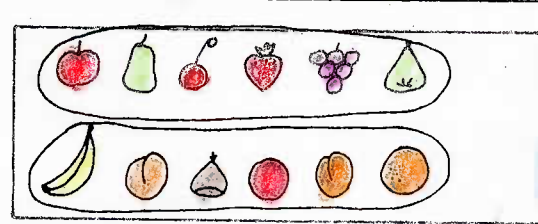
$2 + 2 + 2 + 2 = 8$

$2 \times 4 = 8$



$2 + 2 + 2 + 2 + 2 + 2 = 12$

$2 \times 6 = 12$

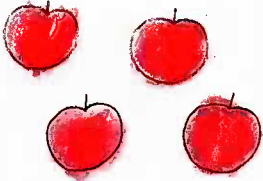


$6 + 6 = 12$

$6 \times 2 = 12$

DIVISIONE - RIPARTIZIONE

Quante mele?



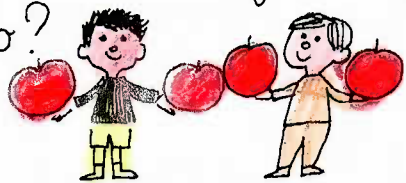
4

Quanti bimbi?



2

Quante mele a ogni bimbo?



2

4 : 2 = 2

Quanti fiori?



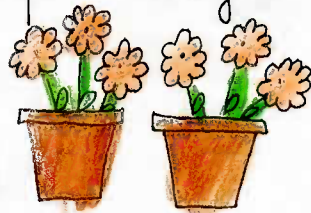
6

Quanti vasi?



2

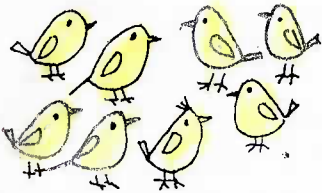
Quanti fiori in ogni vaso?



3

6 : 2 = 3

Quanti uccelli?



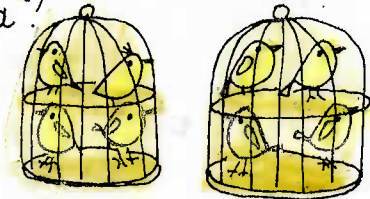
8

Quante gabbie?



2

Quanti uccelli in ogni gabbia?



4

8 : 2 = 4

Quanti palloncini?



2

Quanti bimbi?



2

Quanti palloncini a ogni bimbo?



1

2 : 2 = 1

Barcellona P.L., 29 Maggio 2009 - Venerdì, Antoninos

Esegui le seguenti operazioni in colonna.

$$6 + 4 = 10$$

$$5 + 3 = 8$$

$$7 + 2 = 9$$

$$5 + 2 = 10$$

$$10 + 1 = 11$$

$$6 - 4 = 2$$

$$9 - 3 = 6$$

$$7 - 6 = 1$$

$$5 - 4 = 1$$

$$8 - 5 = 3$$

6	+	
4	=	
10		

5	+	
3	=	
8		

7	+	
2	=	
9		

5	+	
5	=	
10		

10	+	
1	=	
11		

6	-	
4	=	
2		

9	-	
3	=	
6		

7	-	
6	=	
1		

5	-	
4	=	
1		

8	-	
5	=	
3		

Ok
/

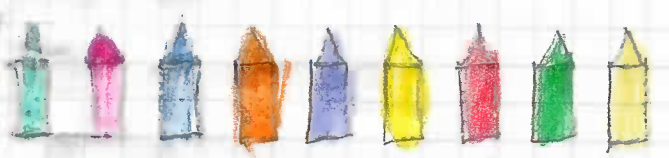
Barcellona Ply. 29 Maggio 2009 - Venerdì. Antonino

Disegna simbolo \times per che vuol dire: ~~per~~ tante volte
 considerato
 tante volte
 ripetuto
 tante volte

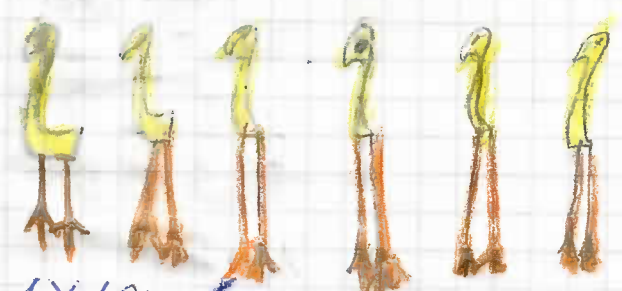
4	funghi	1	volte
3	matite	3	volte
6	occhiette	1	volte
5	nuvole	2	volte
2	cartelle	4	volte




$4 \times 1 = 4$



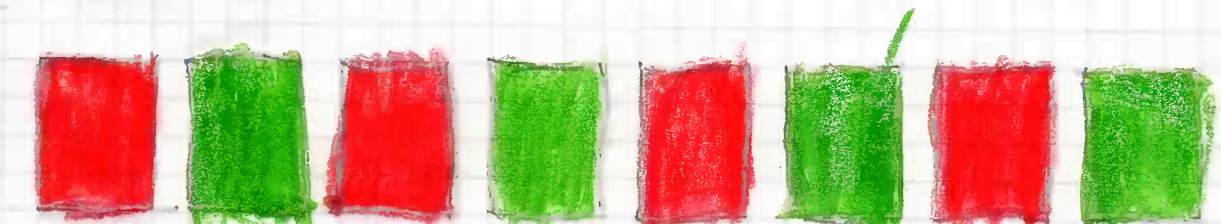
$3 \times 3 = 9$



$6 \times 1 = 6$



$5 \times 2 = 10$



$2 \times 4 = 8$

Barcelona P/L 1 giugno 2009 - Lunedì, Antonina

Limbo ~~X~~ per che vuol dire preso tante volte considerato tante volte ripetuto tante volte

Disegniamo

- 2 colori 2 volte
- 2 ghiande 2 volte
- 3 quaderni 4 volte
- 2 arance 4 volte
- 3 bottoni 3 volte
- 2 palloncini 5 volte



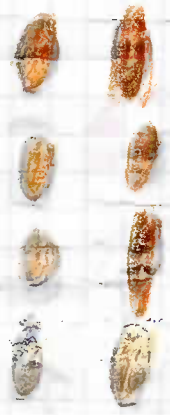
$2 \times 2 v = 4$



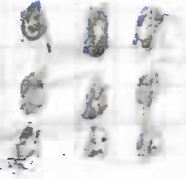
$2 \times 2 v = 4$



$3 \times 4 v = 12$



$2 \times 4 v = 8$



$3 \times 3 v = 9$



$2 \times 5 v = 10$