

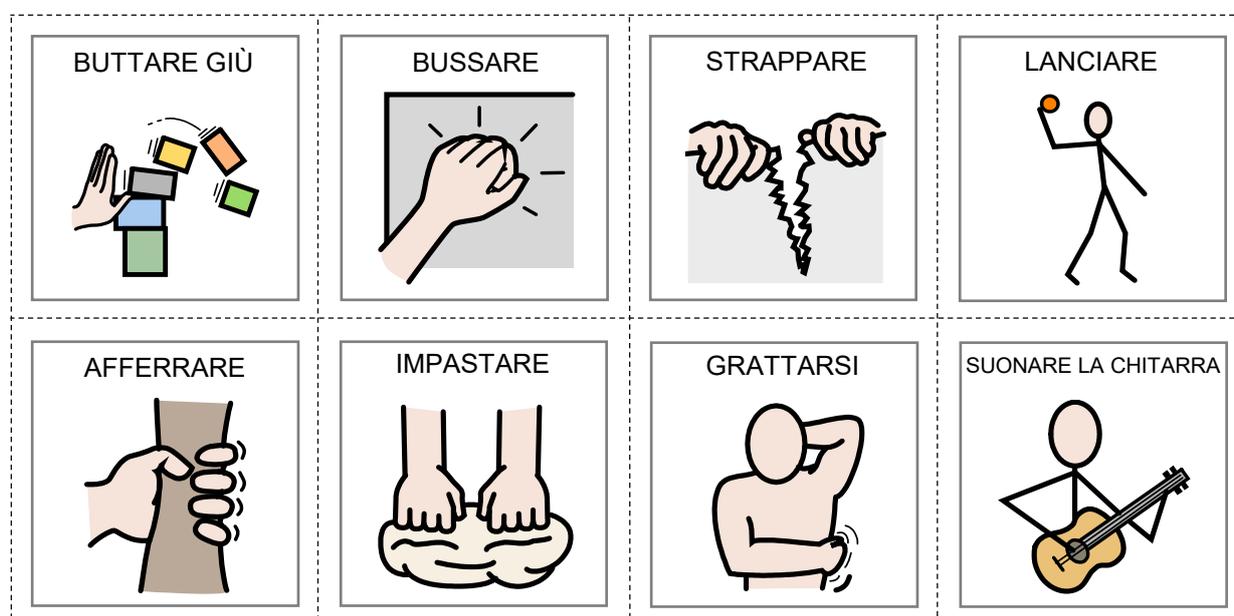
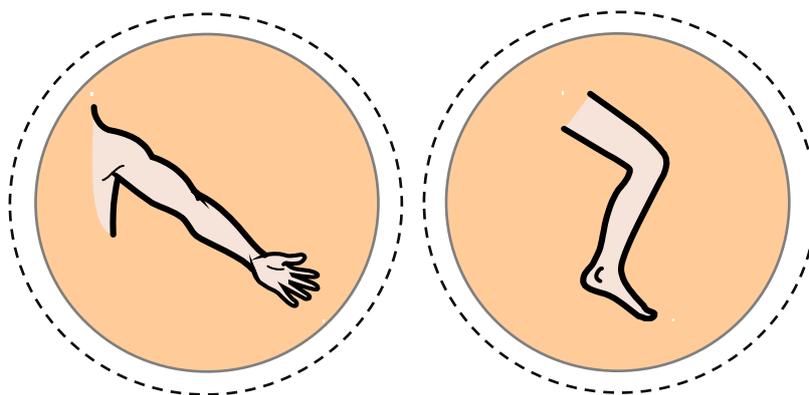


Risorsa online collana Il mio Symbook

Classe 1°

Altre attività di
scienze, storia, geografia

Puoi ampliare il contenuto di questa scheda, chiedendo al bambino di classificare sul quaderno le funzioni di diverse parti del corpo. Se il bambino ha difficoltà di comunicazione, puoi usare questi simboli anche per creare una tabella.

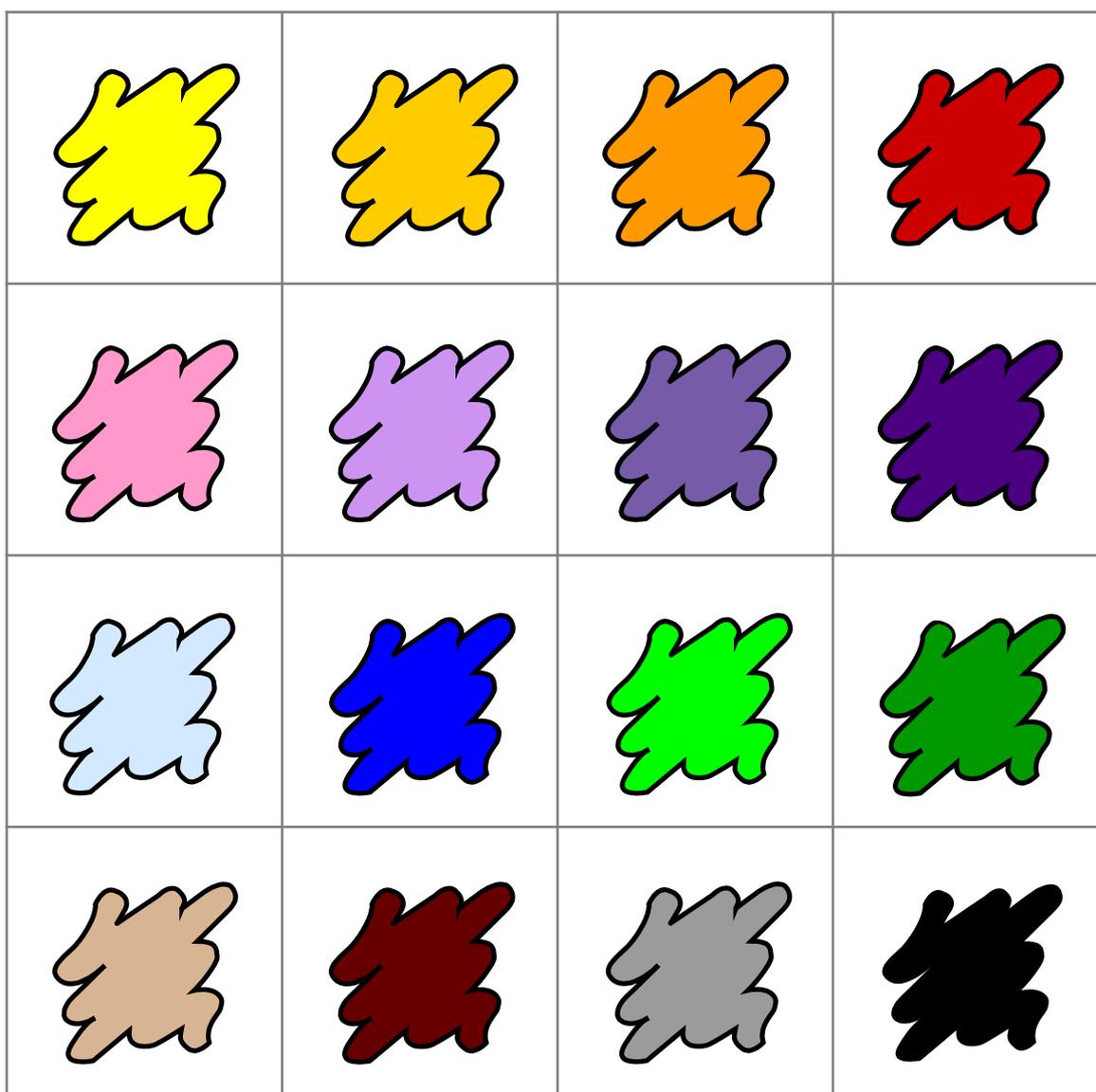




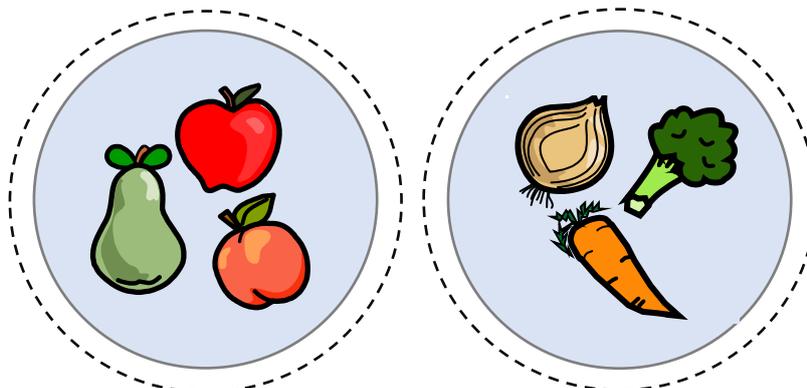
SCIENZE – Il mio corpo – Scheda 4 del libro

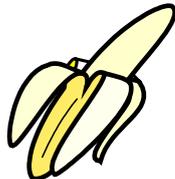
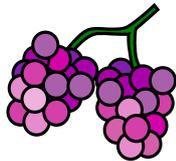
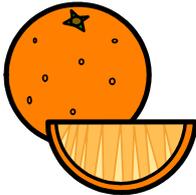
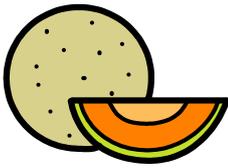
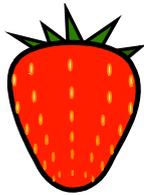
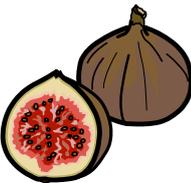
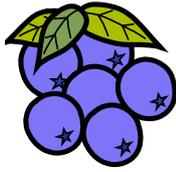


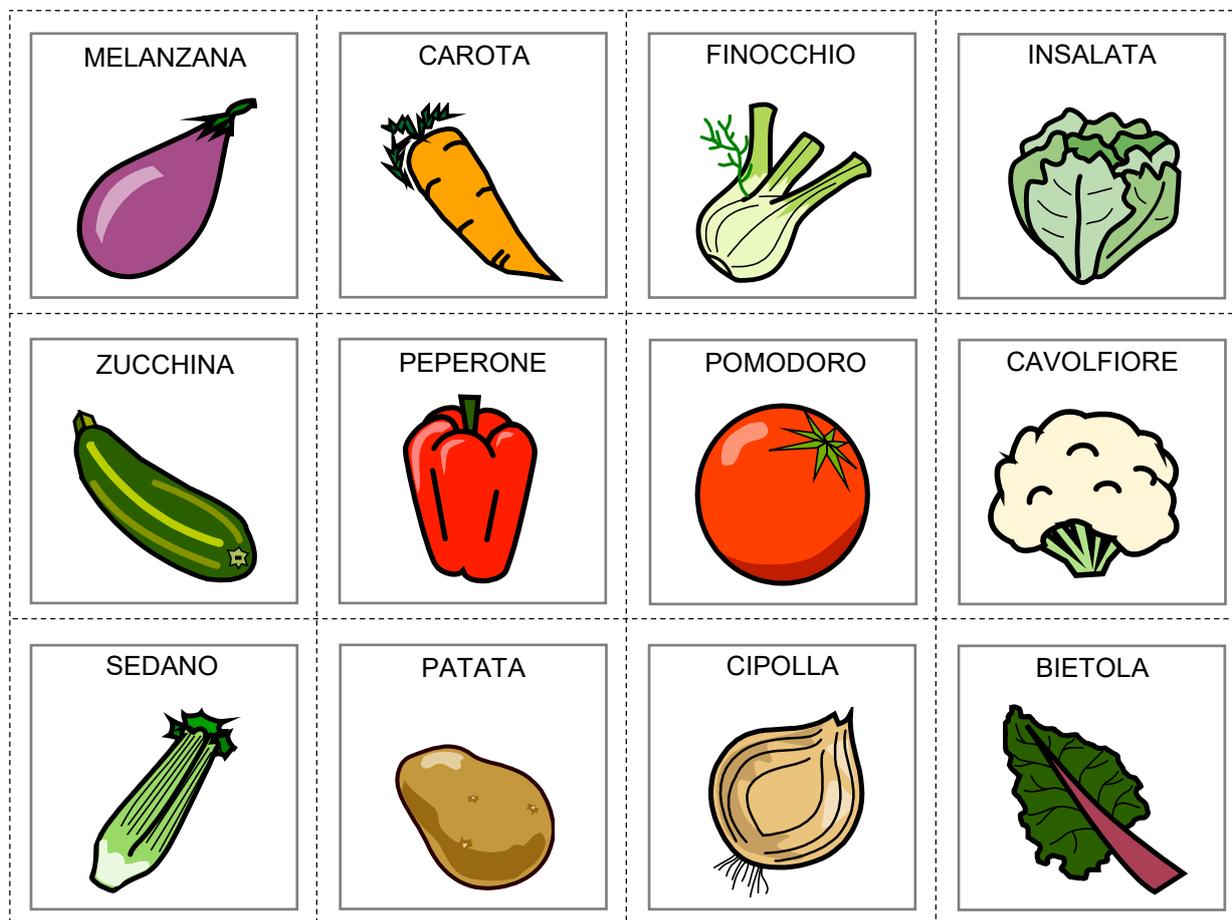
Se il bambino non parla e non può colorare/disegnare da solo, proponigli questa tabella per scegliere i colori e poi esegui tu.



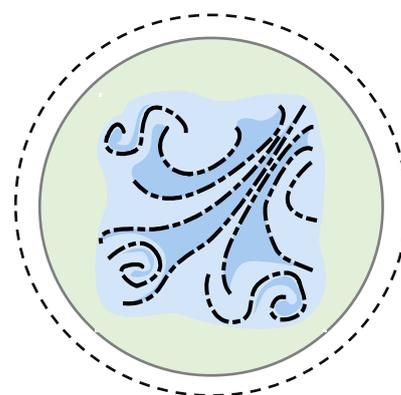
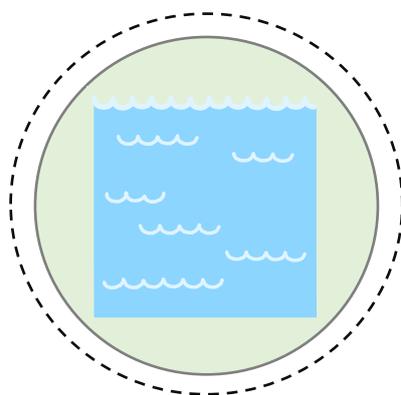
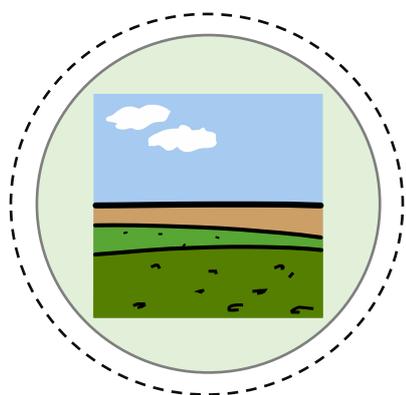
Puoi realizzare un'attività di insiemistica sul quaderno usando i simboli sotto per distinguere i frutti dalle verdure. Se il bambino ha difficoltà di comunicazione, puoi usare questi simboli anche per creare una tabella.

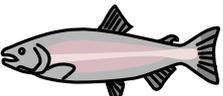
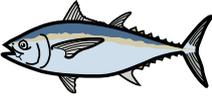


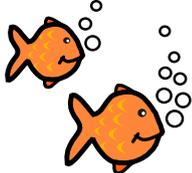
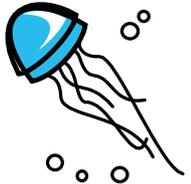
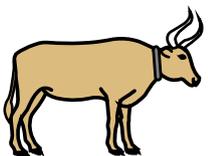
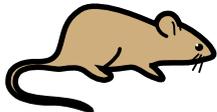
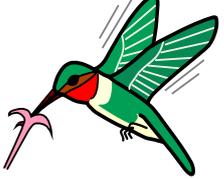
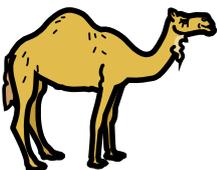
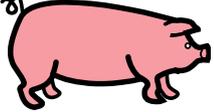
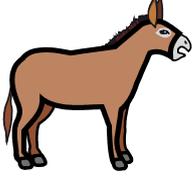
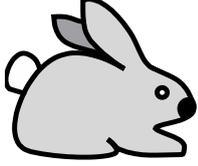
| | | | |
|--|--|---|---|
| MELA  | ALBICOCCA  | BANANA  | MORE  |
| ARANCIA  | MELONE  | FRAGOLA  | UVA  |
| ANANAS  | FICO  | MELAGRANA  | MIRTILLI  |



Se il bambino ha difficoltà di comunicazione, puoi usare questi simboli anche per creare una tabella con cui dire quali animali d'aria, terra e acqua conosce. Con questi stessi simboli puoi realizzare un'attività di insiemistica sul quaderno.

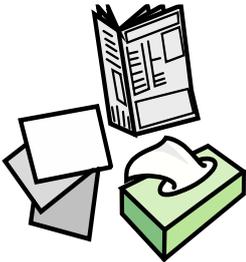
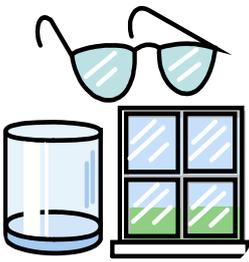
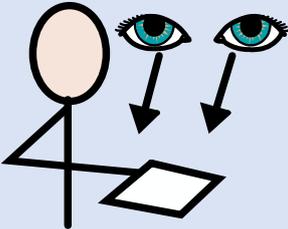
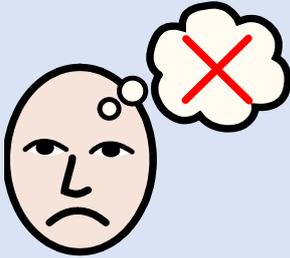


| | | | |
|--|--|---|--|
| <p>AQUILA</p>  | <p>ARAGOSTA</p>  | <p>COZZE</p>  | <p>POLPO</p>  |
| <p>SALMONE</p>  | <p>CAVALLUCCIO</p>  | <p>FOCA</p>  | <p>TONNO</p>  |

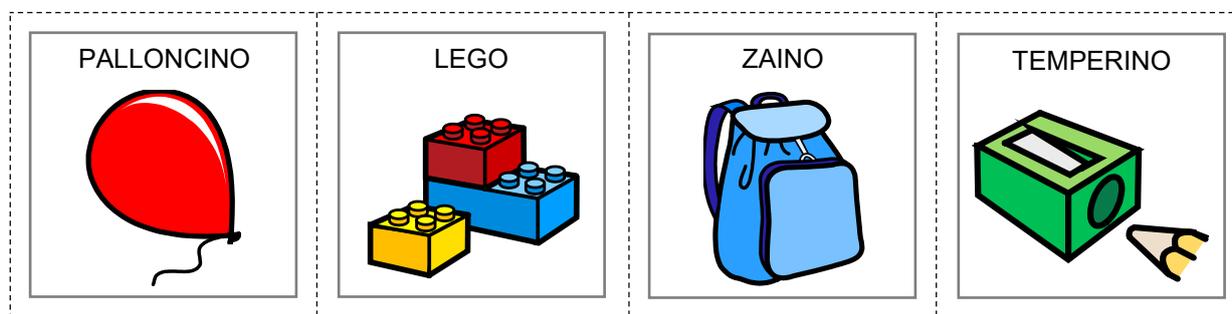
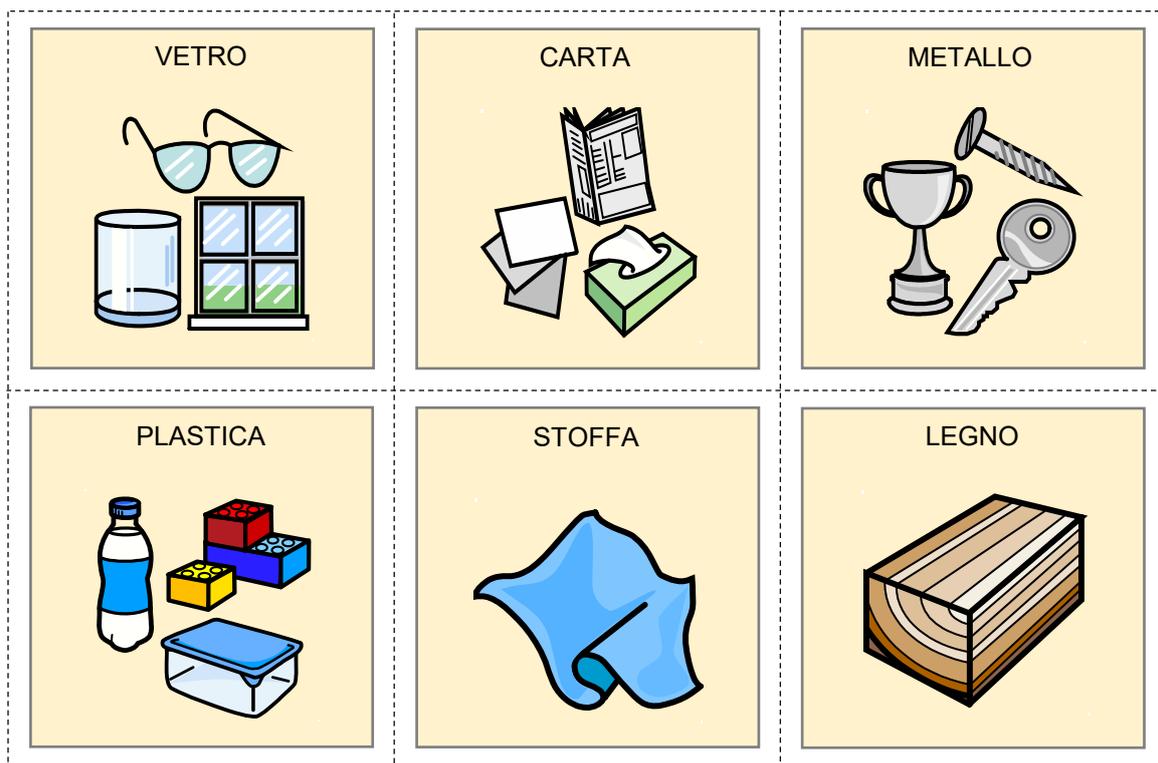
| | | | |
|---|--|---|---|
| <p>PICCIONE</p>  | <p>PESCI ROSSI</p>  | <p>STELLA MARINA</p>  | <p>MEDUSA</p>  |
| <p>DAINO</p>  | <p>SCIMMIA</p>  | <p>PANDA</p>  | <p>BUE</p>  |
| <p>TOPO</p>  | <p>MERLO</p>  | <p>COLIBRÌ</p>  | <p>DROMEDARIO</p>  |
| <p>PUZZOLA</p>  | <p>CINGHIALE</p>  | <p>PAPPAGALLO</p>  | <p>GUFO</p>  |
| <p>CANE PASTORE</p>  | <p>MAIALE</p>  | <p>ASINO</p>  | <p>CONIGLIO</p>  |

SCIENZE – I materiali 1

Se il bambino ha difficoltà di comunicazione, puoi usare questa tabella con cui aiutarlo a dire di quale materiale sono fatti gli oggetti che osserva nell'ambiente.

| | | |
|---|---|--|
| <p>CARTA</p>  | <p>VETRO</p>  | <p>METALLO</p>  |
| <p>PLASTICA</p>  | <p>STOFFA</p>  | <p>LEGNO</p>  |
| | <p>FAMMI VEDERE</p>  | <p>NON LO SO</p>  |

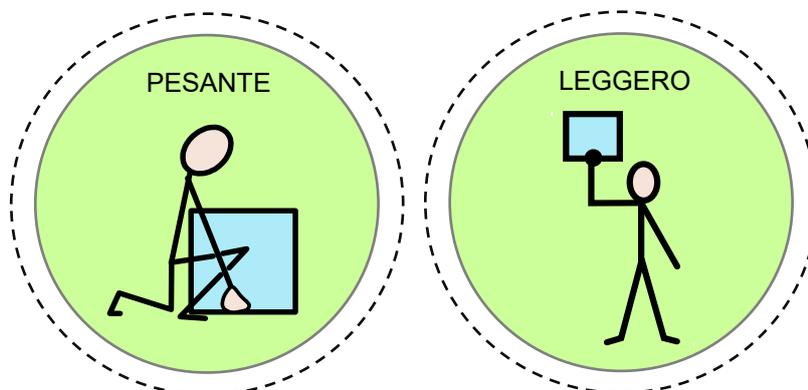
Puoi realizzare un'attività di insiemistica sul quaderno usando i simboli sotto per classificare gli oggetti sulla base del materiale di cui sono fatti.

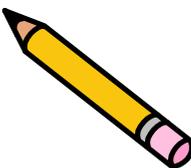




SCIENZE – I materiali 3

Puoi continuare l'attività di classificazione «pesante» e «leggero» sul quaderno usando i simboli sotto.

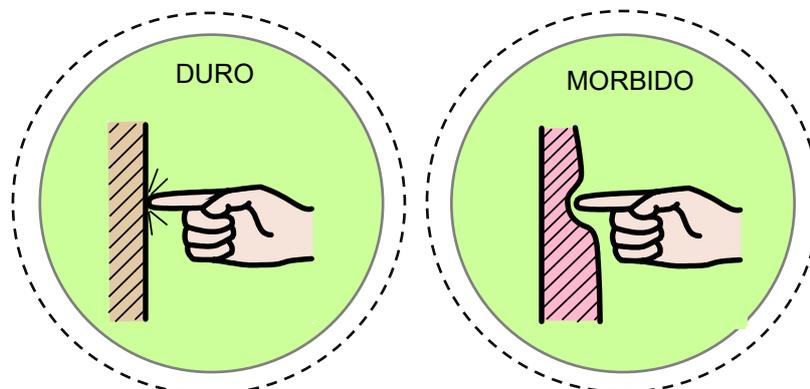


| | | | |
|--|---|---|---|
| <p>BIDONE</p>  | <p>TAVOLO</p>  | <p>CASSA DI BOTTIGLIE</p>  | <p>BORSA DELLA SPESA</p>  |
| <p>CESTO DEI PANNI</p>  | <p>BICICLETTA</p>  | <p>PIANTA</p>  | <p>VALIGIE</p>  |
| <p>CUCCHIAIO</p>  | <p>PIUMA</p>  | <p>MATITA</p>  | <p>CALZE</p>  |
| <p>SPUGNA</p>  | <p>OCCHIALI</p>  | <p>GRAFFETTE</p>  | <p>FIORE</p>  |

SCIENZE – I materiali 4



Puoi continuare l'attività di classificazione «duro» e «morbido» sul quaderno usando i simboli sotto.



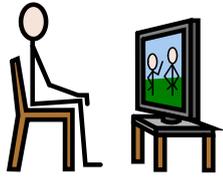
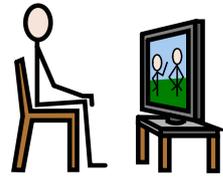
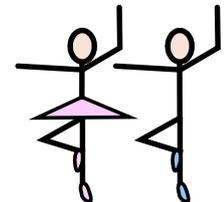
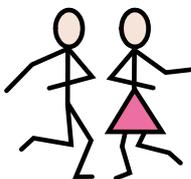
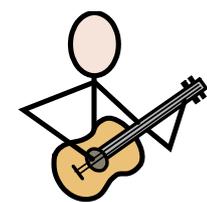
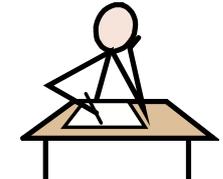
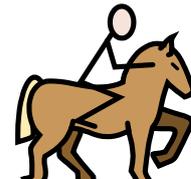
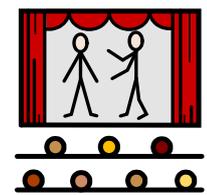
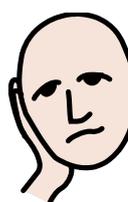
| | | | |
|--------------|---------------|----------------|--------------------|
| CUSCINO | COPERTA | MAGLIONE | SCIARPA |
| PURÈ | BANANA | TOVAGLIOLO | PELO DEL GATTO |
| MELA | BICCHIERE | TELEFONO | WATER |
| GHIACCIO | LEGNO | PALLONE | PALETTA |

STORIA – La giornata



Puoi continuare sul quaderno l'attività di attribuzione delle attività al momento della giornata in cui si svolgono utilizzando questi simboli.

| | | | |
|----------------|------------------|----------------------|-------------------|
| MATTINO | MATTINO | MATTINO | MATTINO |
| POMERIGGIO | POMERIGGIO | POMERIGGIO | POMERIGGIO |
| SERA | SERA | SERA | SERA |
| NOTTE | NOTTE | NOTTE | NOTTE |
| MI SVEGLIO | LAVO I DENTI | FACCIO COLAZIONE | VADO A SCUOLA |

| | | | |
|--|--|--|--|
| <p>GIOCO</p>  | <p>GUARDO LA TV</p>  | <p>GUARDO LA TV</p>  | <p>VADO A DANZA</p>  |
| <p>VADO A BALLO</p>  | <p>VADO IN PISCINA</p>  | <p>VADO A CALCIO</p>  | <p>VADO A MUSICA</p>  |
| <p>FACCIO PIANOFORTE</p>  | <p>FACCIO CHITARRA</p>  | <p>FACCIO I COMPITI</p>  | <p>STO CON NONNA</p>  |
| <p>VADO A CAVALLO</p>  | <p>FACCIO TEATRO</p>  | <p>FACCIO ATLETICA</p>  | <p>VADO A BASKET</p>  |
| <p>VADO AL PARCO</p>  | <p>DISEGNO</p>  | <p>MI ANNOIO</p>  | <p>VADO IN BICI</p>  |

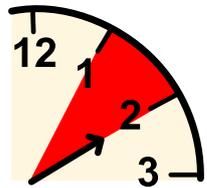
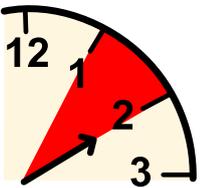
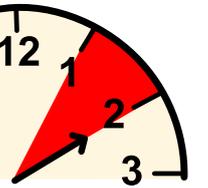
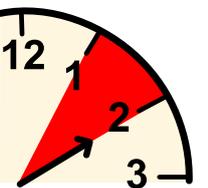
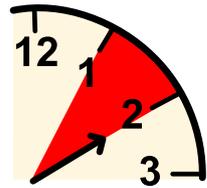
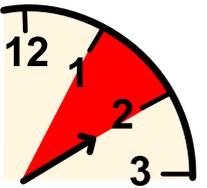
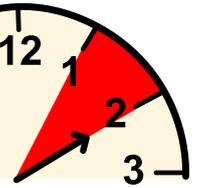
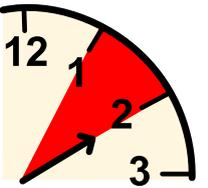
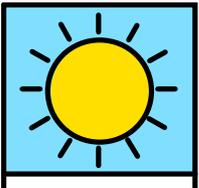
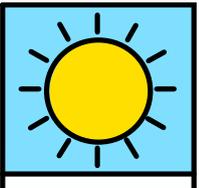
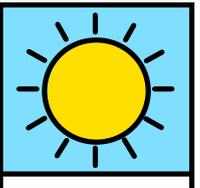
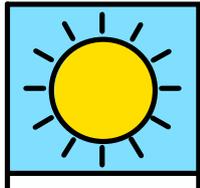
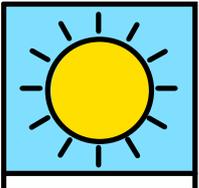
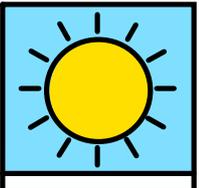
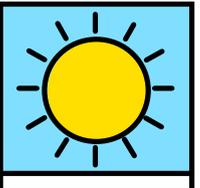
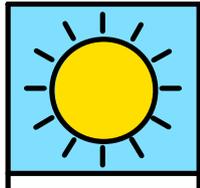


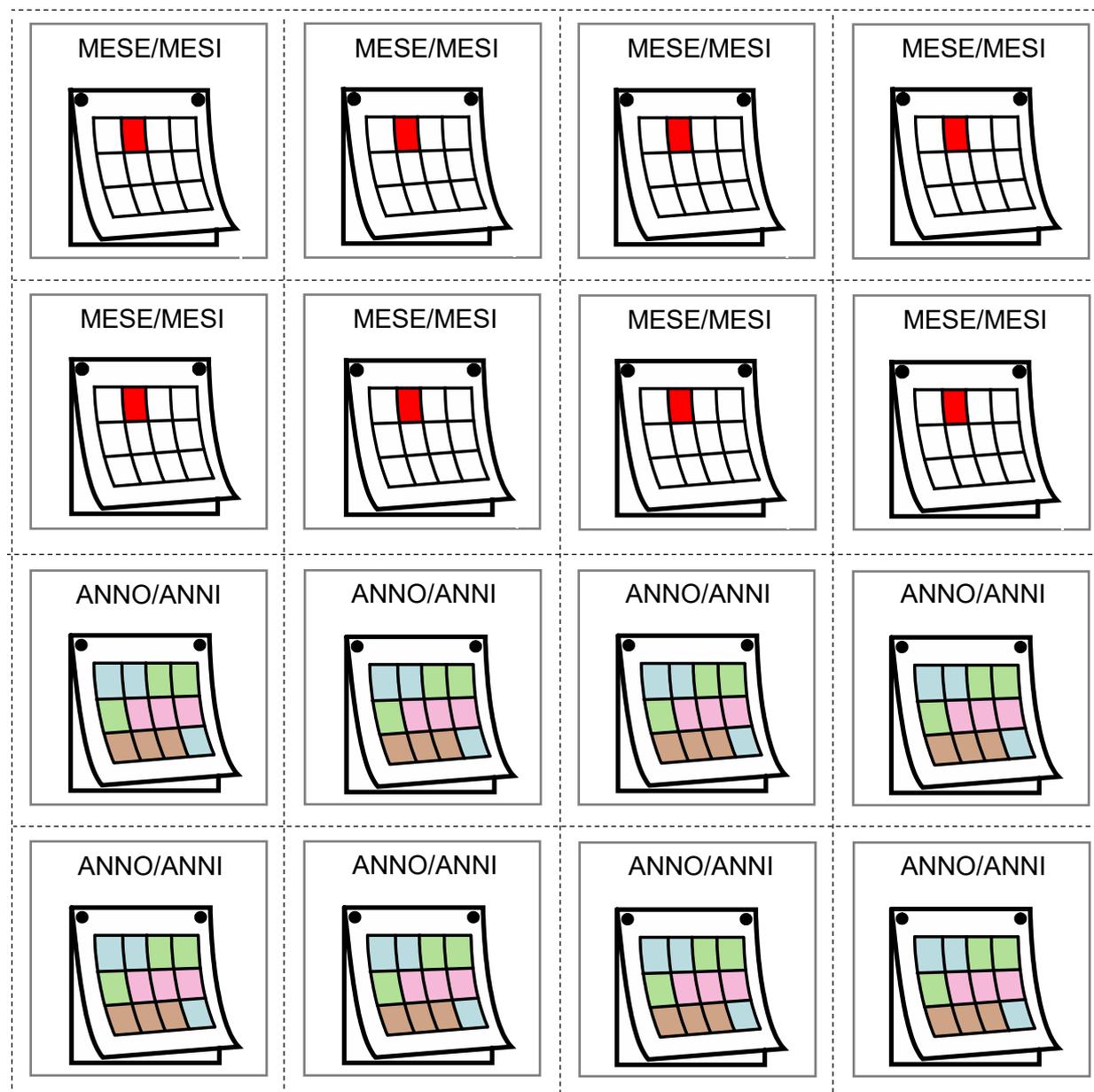
Puoi utilizzare questo materiale anche per creare una griglia di comunicazione per un bambino privo di linguaggio per aiutarlo a dialogare su questo argomento.

STORIA – Il tempo cambia le persone, gli animali, le piante, gli oggetti



Cerca in Internet coppie di immagini che mostrino il cambiamento di una persona, un animale o un oggetto; incollale col bambino sul quaderno e proponigli di incollare sotto uno di questi simboli per indicare il tempo necessario per quel cambiamento.

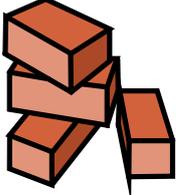
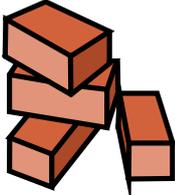
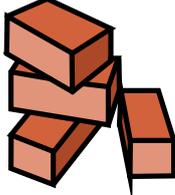
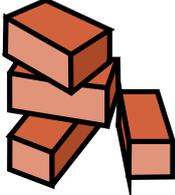
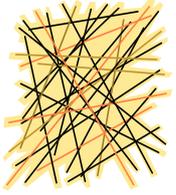
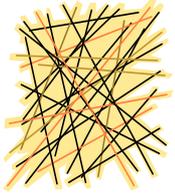
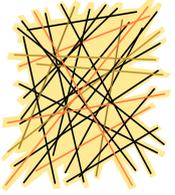
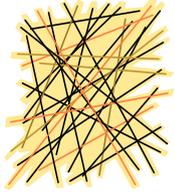
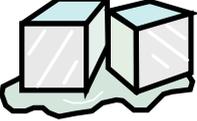
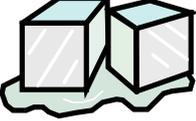
| | | | |
|--|--|---|--|
| ORA/ORE  | ORA/ORE  | ORA/ORE  | ORA/ORE  |
| ORA/ORE  | ORA/ORE  | ORA/ORE  | ORA/ORE  |
| GIORNO/GIORNI  | GIORNO/GIORNI  | GIORNO/GIORNI  | GIORNO/GIORNI  |
| GIORNO/GIORNI  | GIORNO/GIORNI  | GIORNO/GIORNI  | GIORNO/GIORNI  |



GEOGRAFIA – La casa e la scuola



Per ampliare i contenuti della lettura, cerca su Internet altre immagini di case, aiuta il bambino a incollarle sul quaderno insieme ai simboli sotto per indicare il materiale di cui sono fatte.

| | | | |
|---|---|--|---|
| <p>LEGNO</p>  | <p>LEGNO</p>  | <p>LEGNO</p>  | <p>LEGNO</p>  |
| <p>MATTONI</p>  | <p>MATTONI</p>  | <p>MATTONI</p>  | <p>MATTONI</p>  |
| <p>PAGLIA</p>  | <p>PAGLIA</p>  | <p>PAGLIA</p>  | <p>PAGLIA</p>  |
| <p>GHIACCIO</p>  | <p>GHIACCIO</p>  | | |