

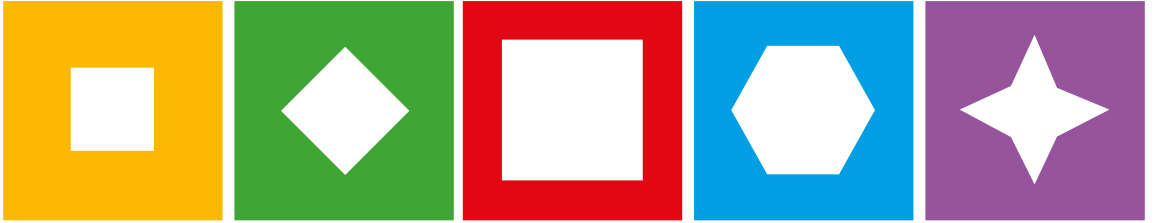
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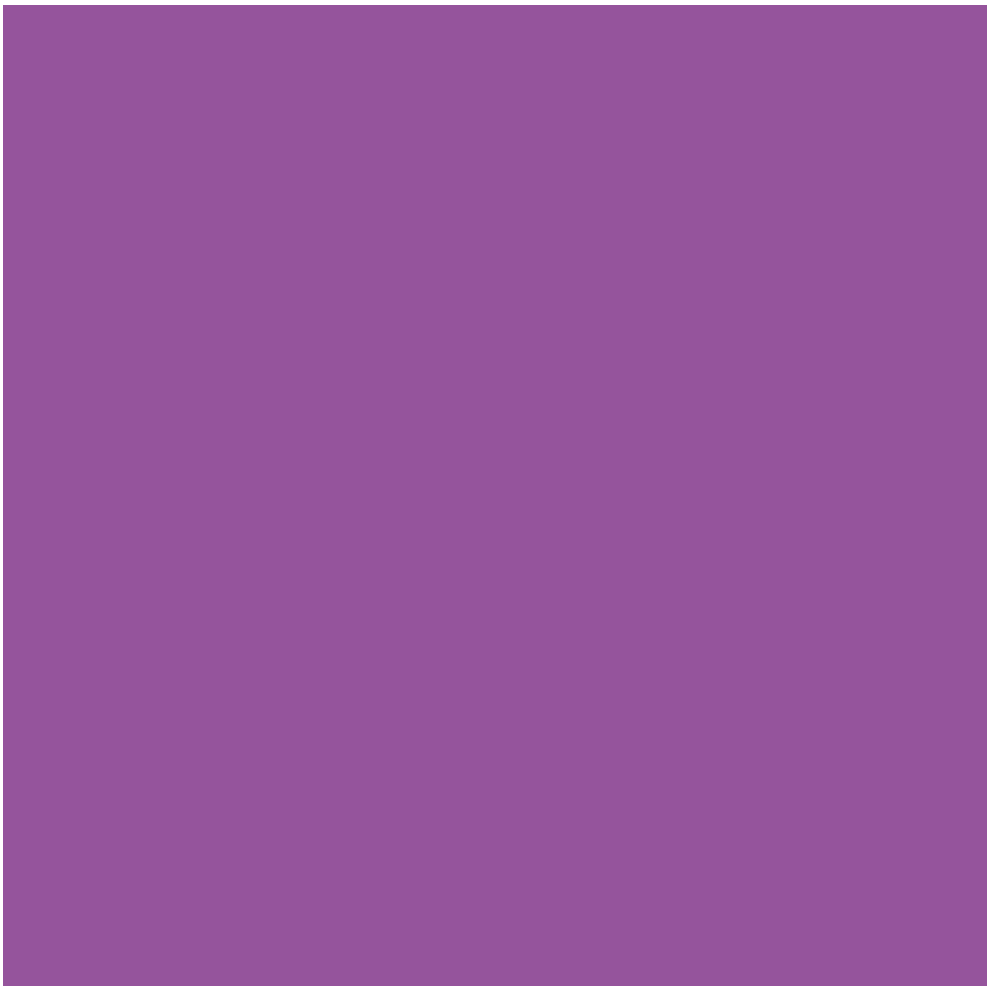
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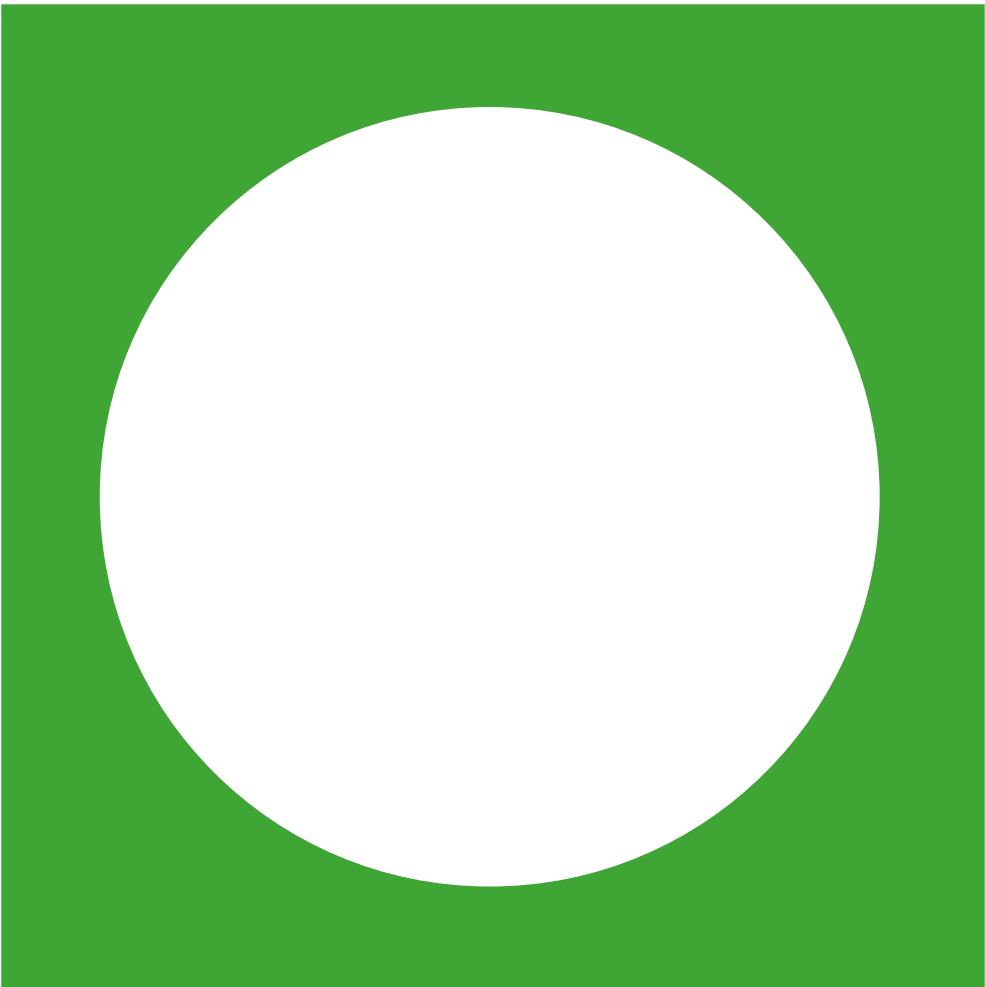
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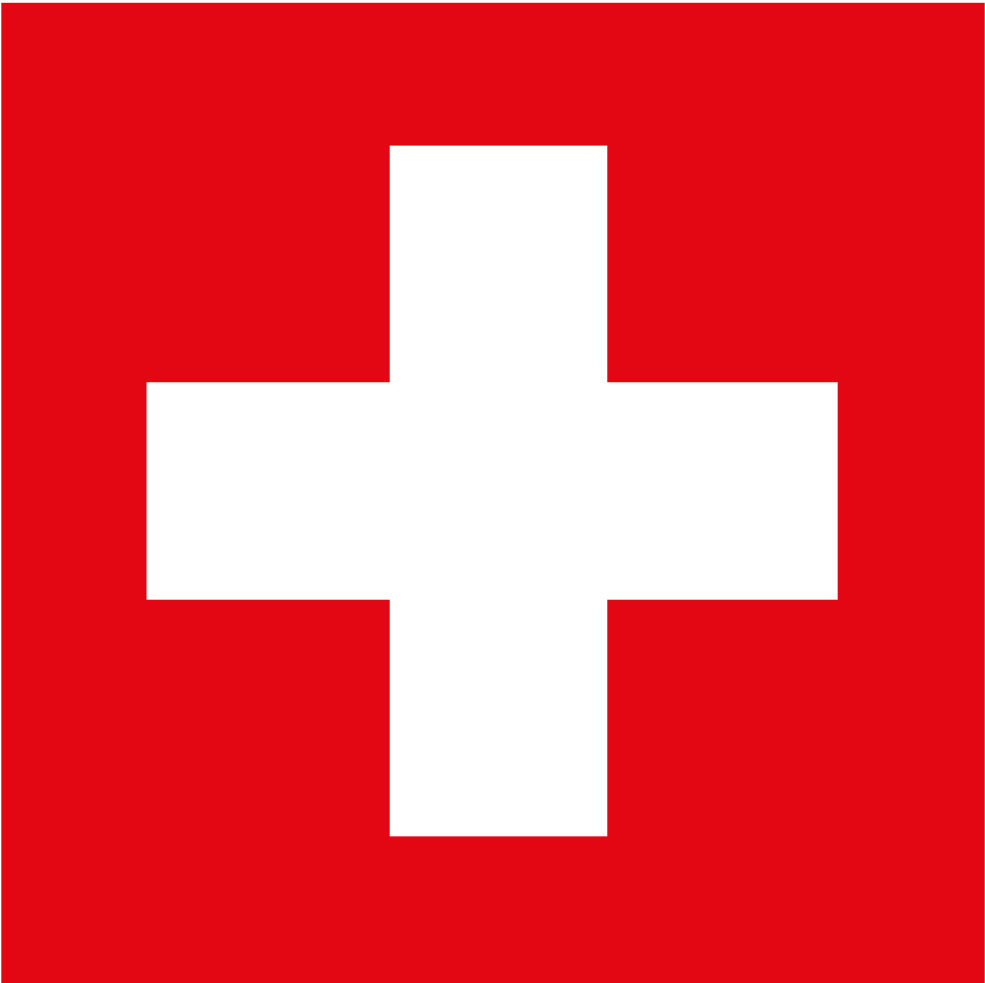
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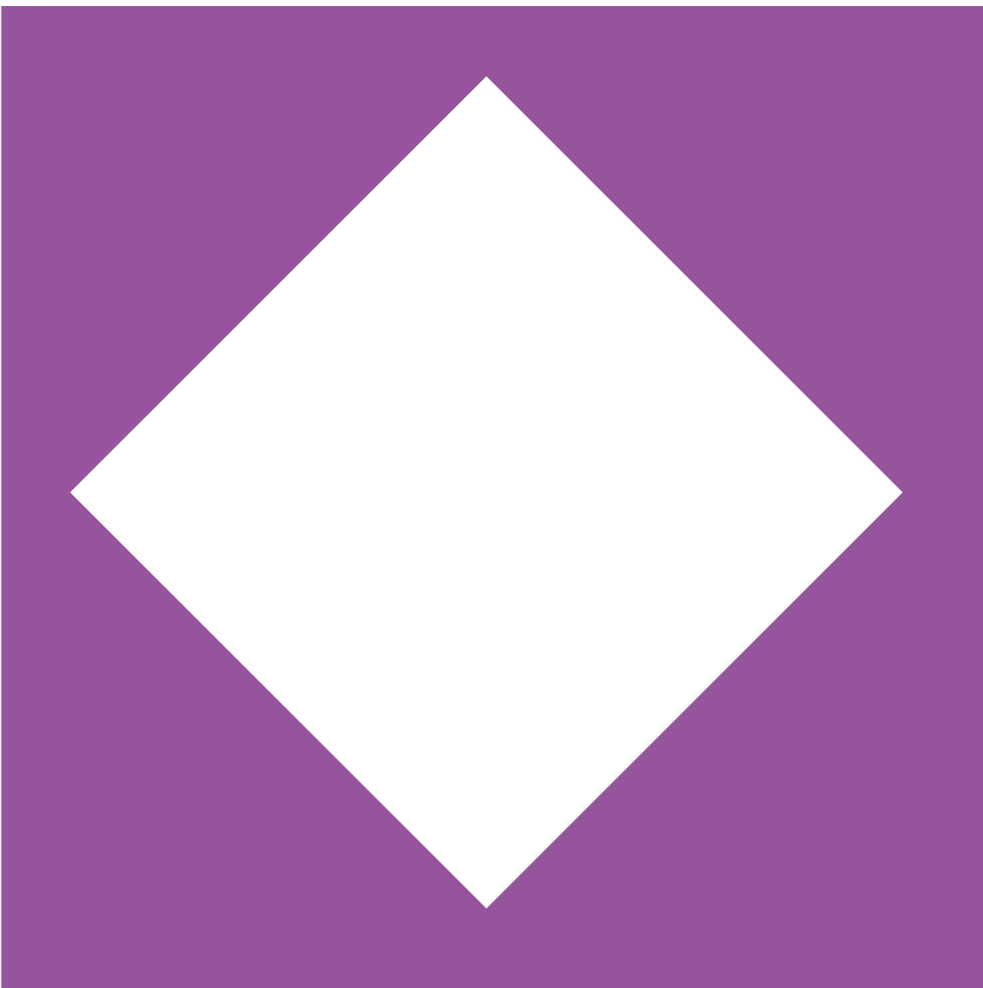




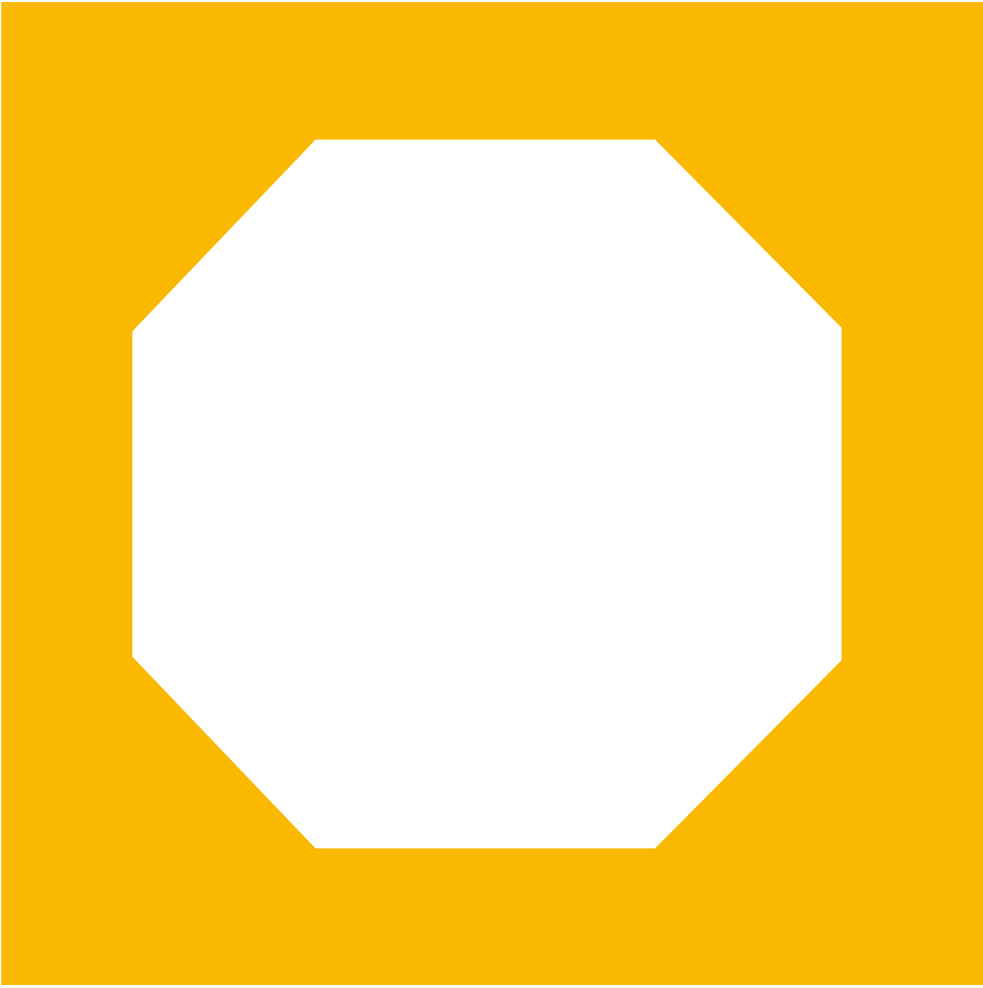
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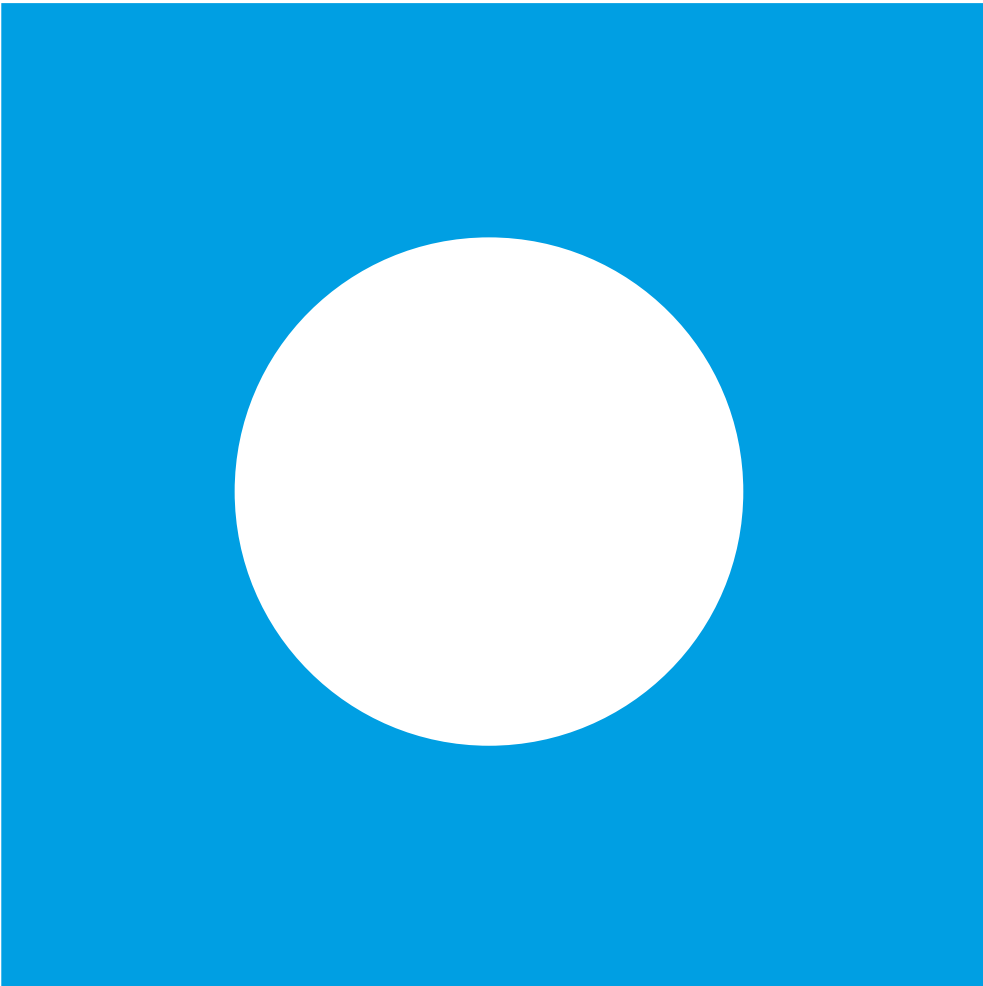
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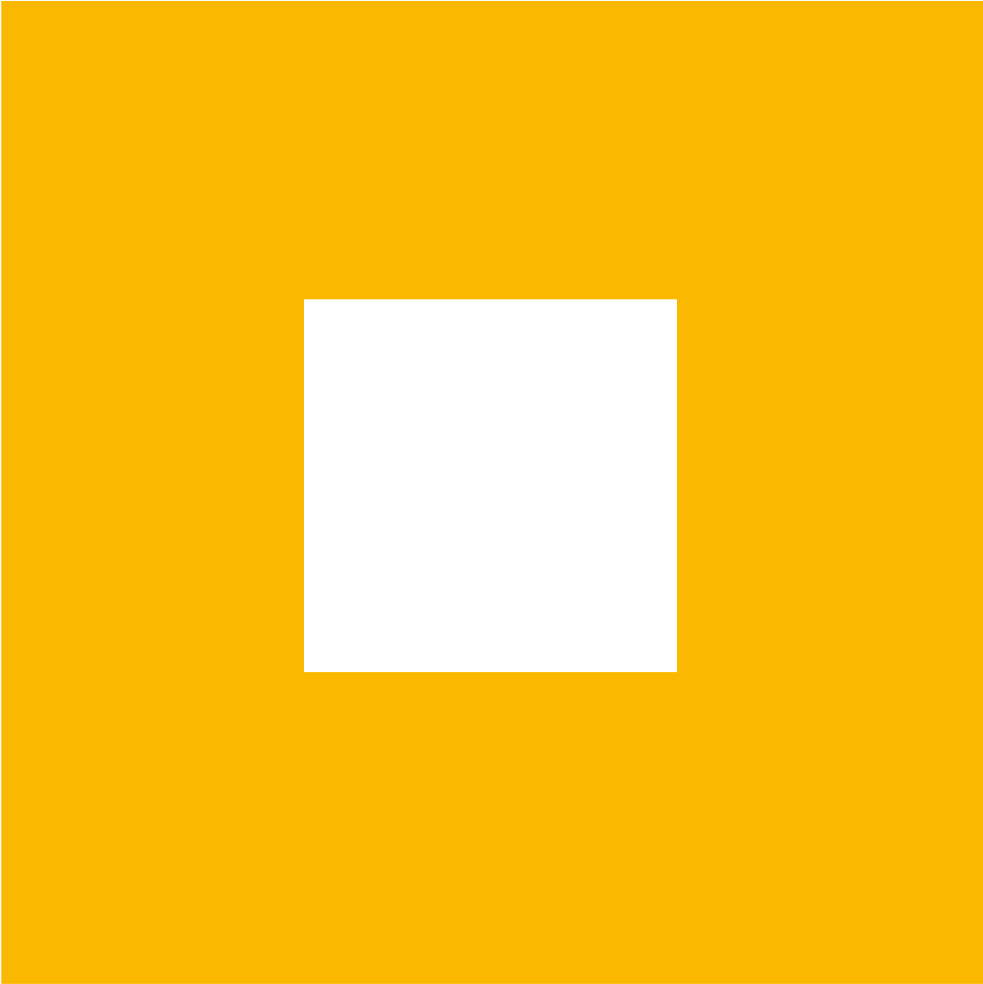
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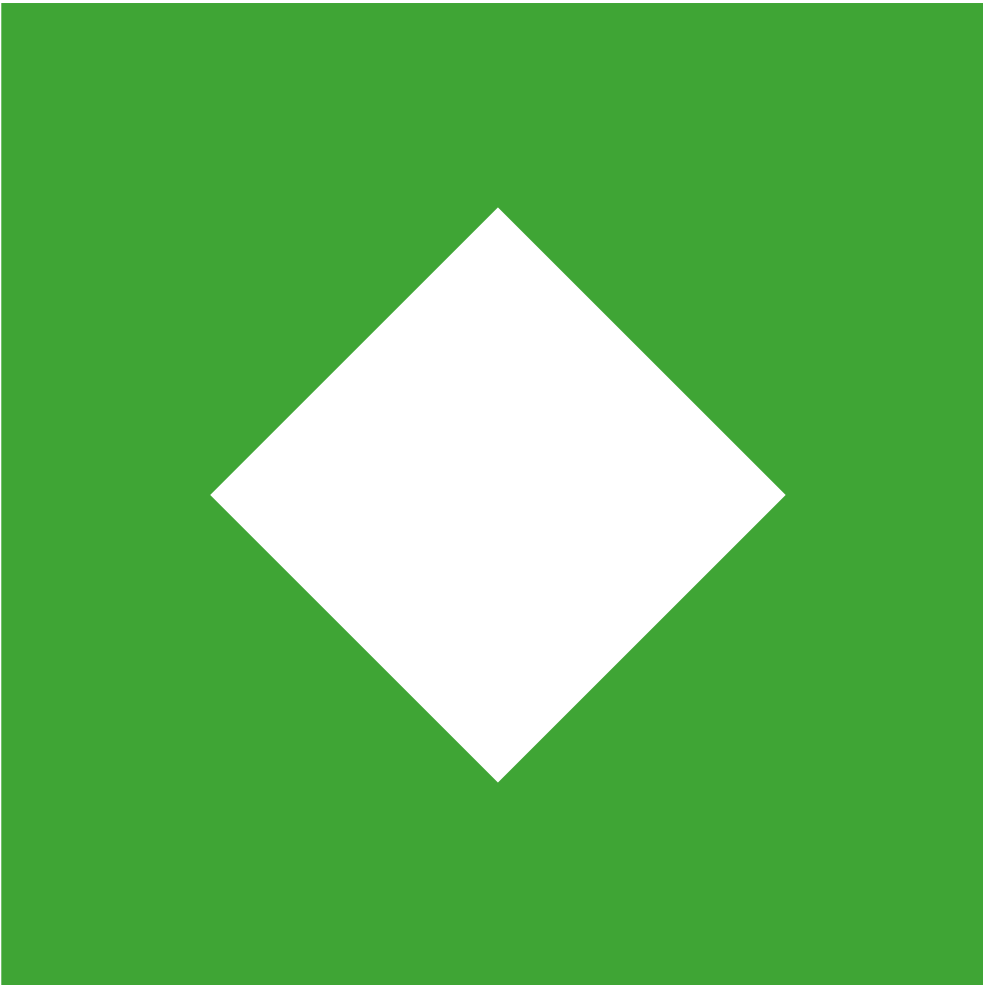
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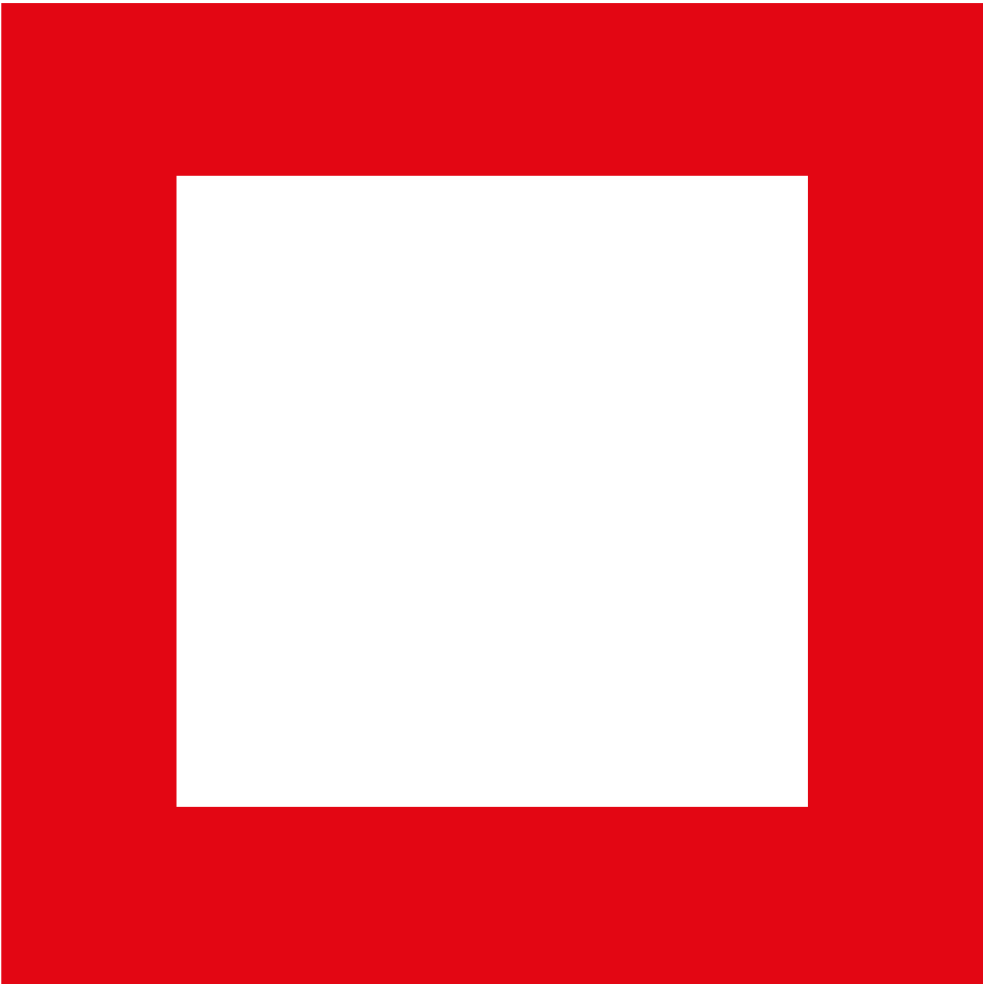
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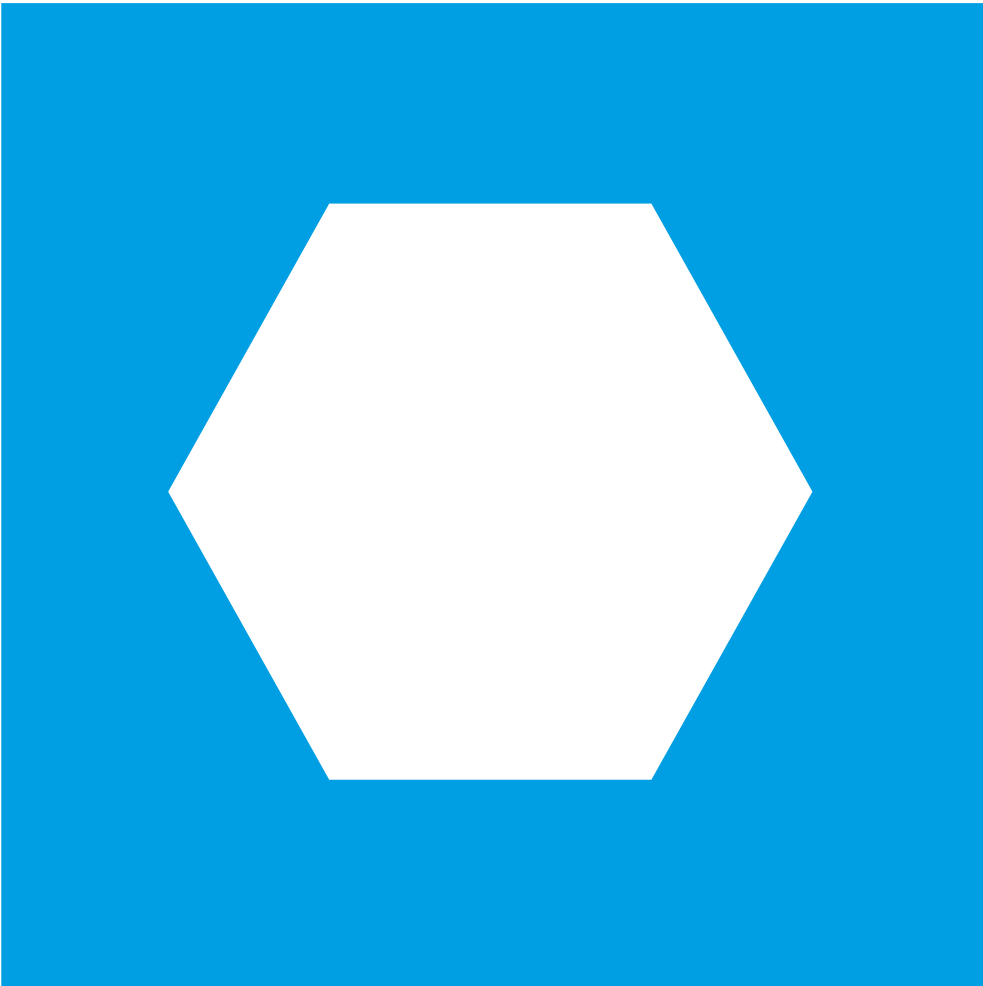
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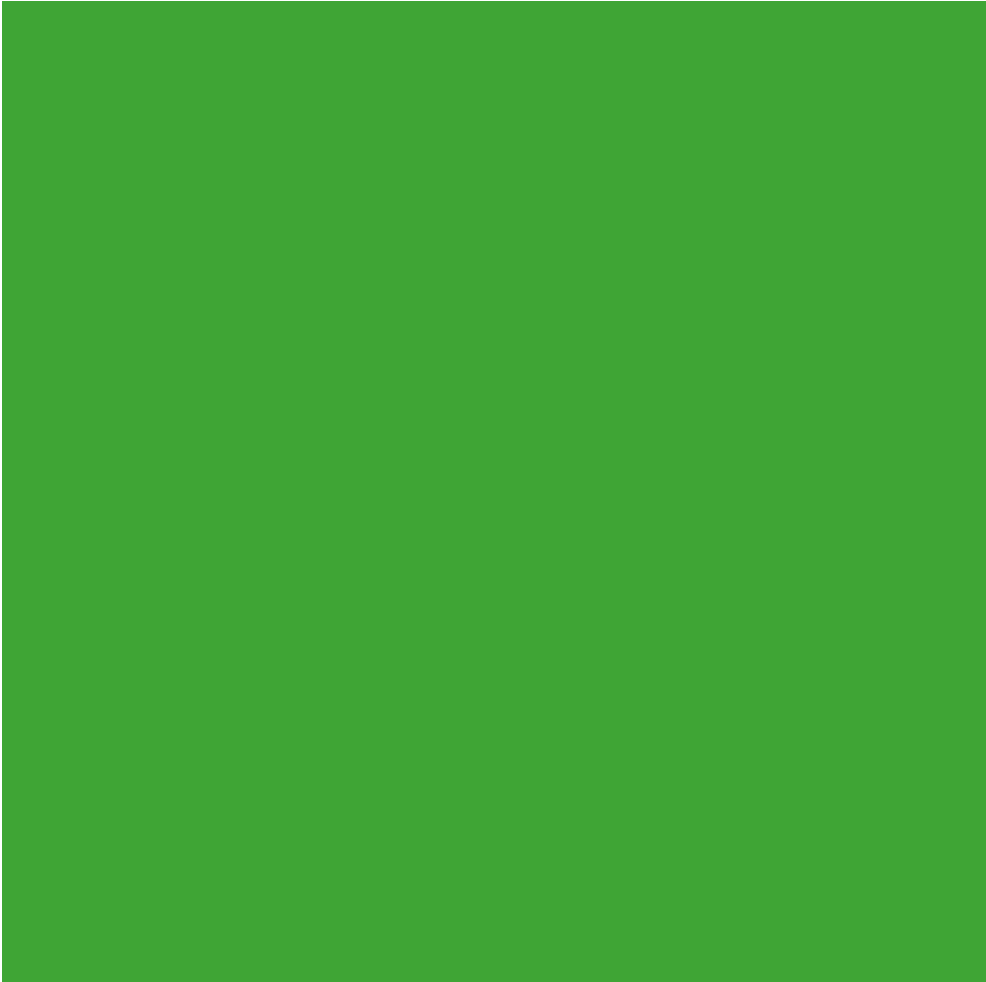
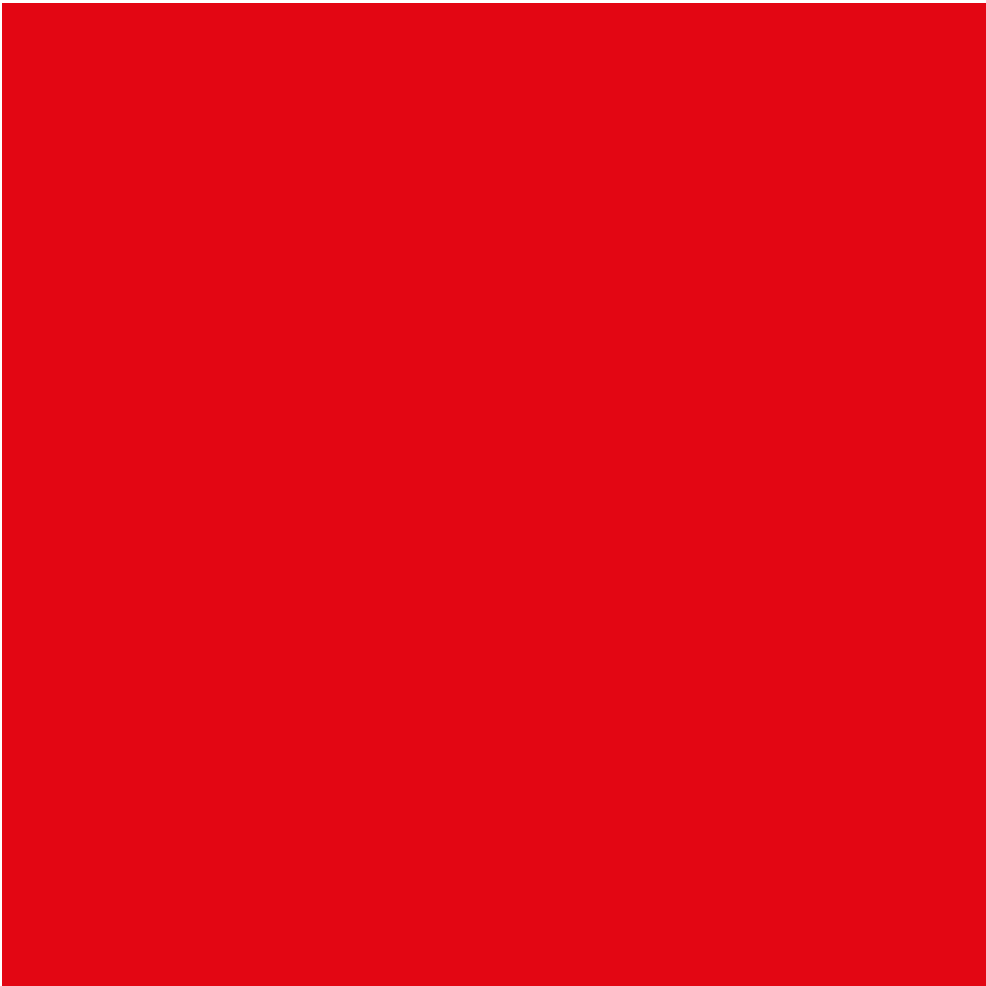


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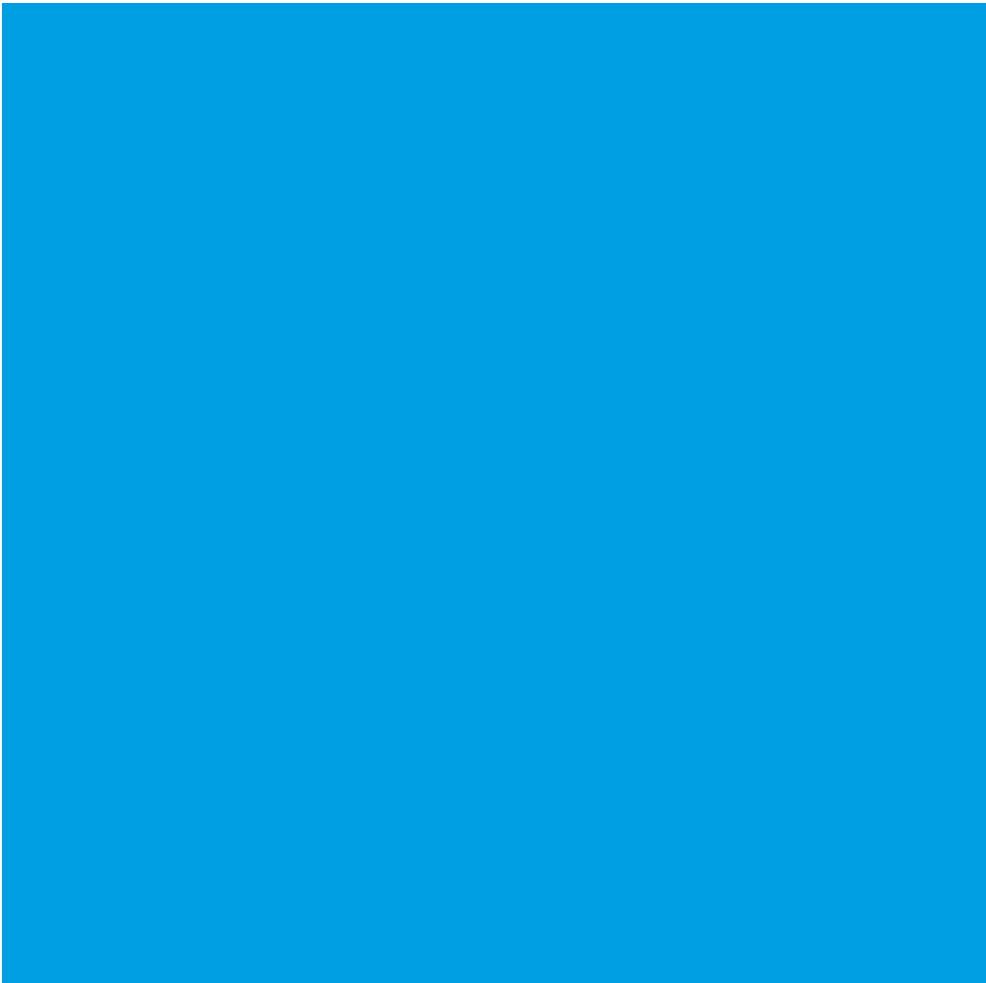
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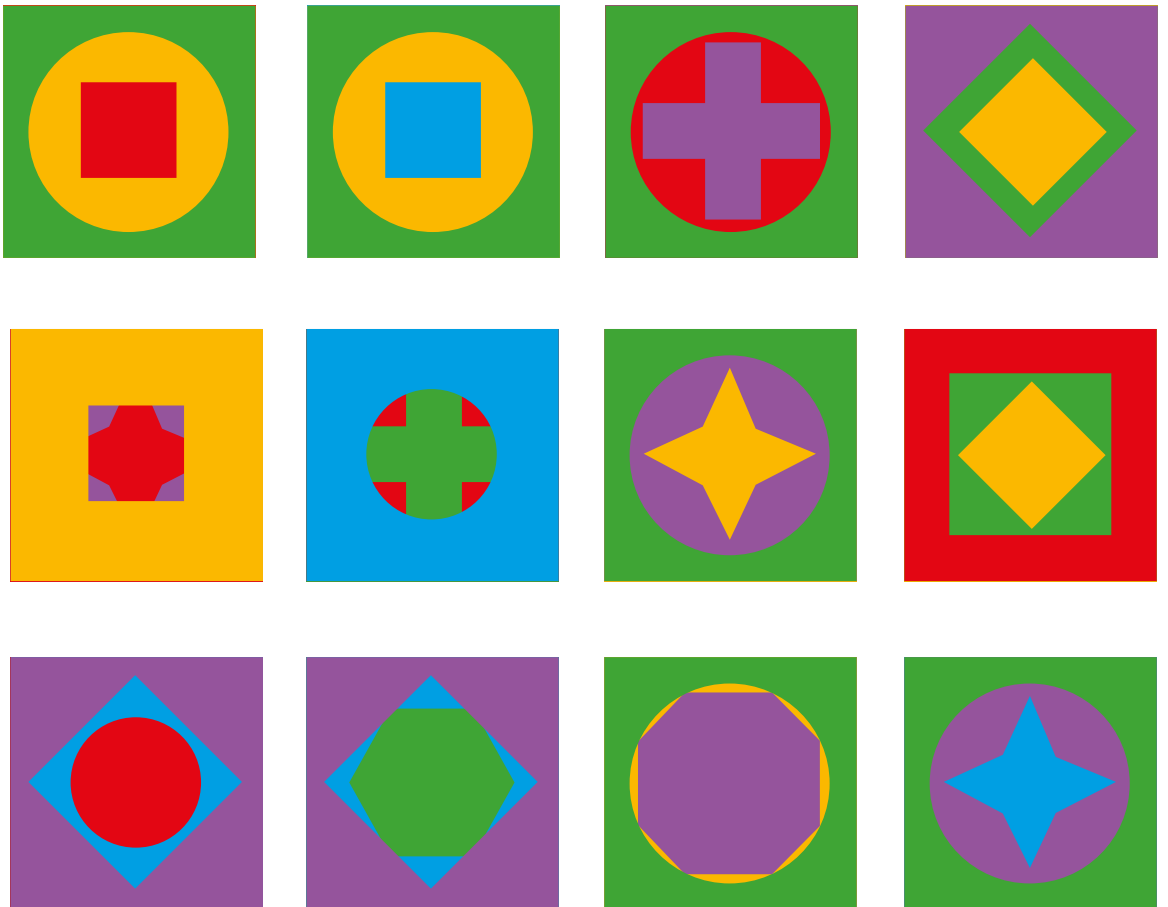
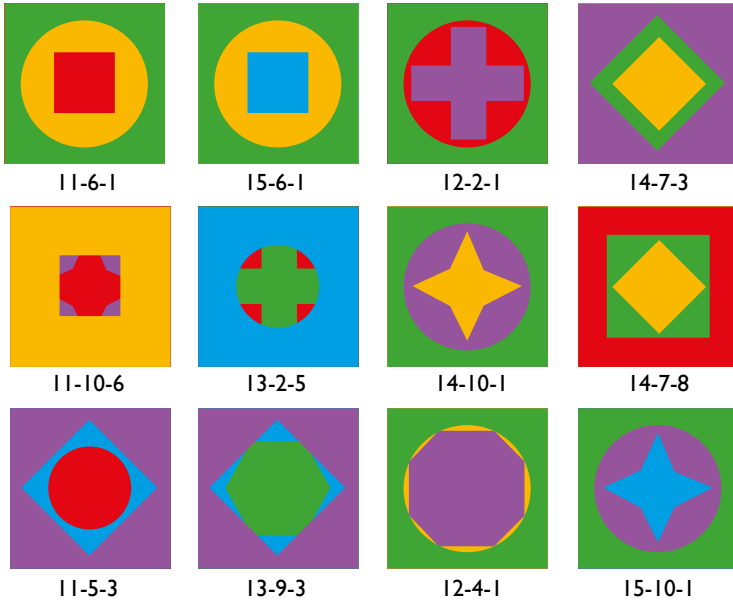


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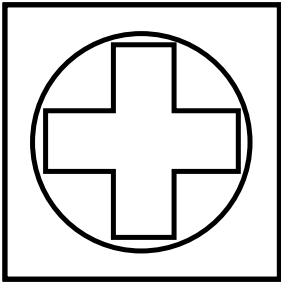


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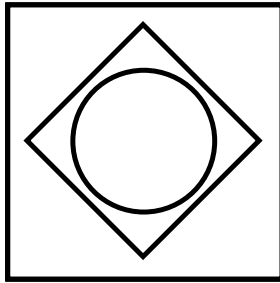
Presentare all'allievo le SAGOME. Chiedere di indicare le terne di numeri che hanno permesso la loro costruzione



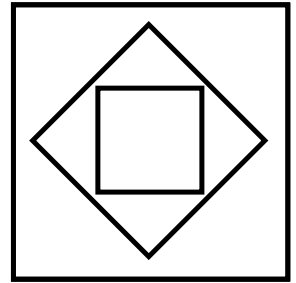
Dare dei modelli “bianchi” di nuove SAGOME e chiedere all’allievo di colorarle seguendo le indicazioni numeriche.



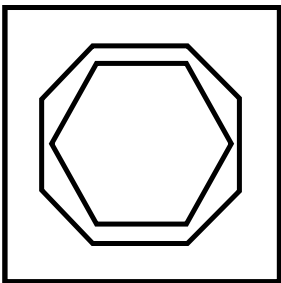
1-2-14



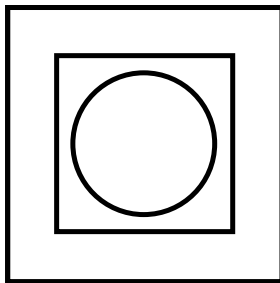
3-5-13



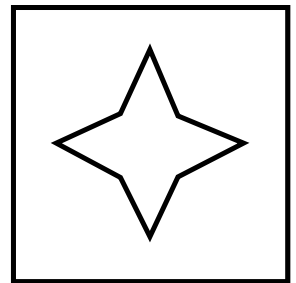
3-6-11



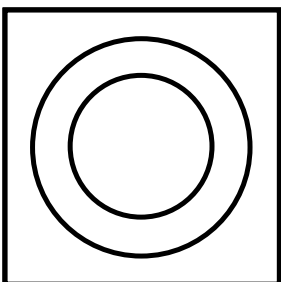
4-9-12



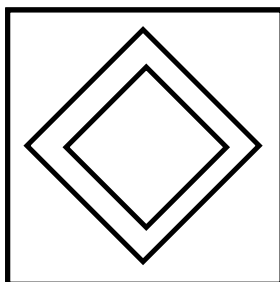
8-5-11



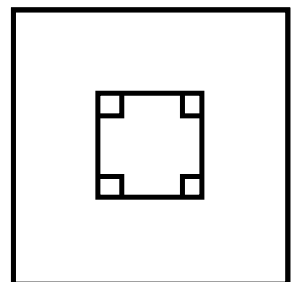
10-13



1-5-14

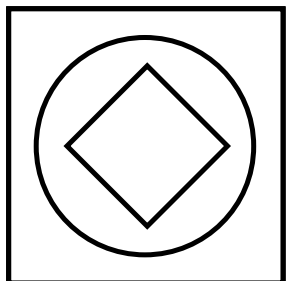


3-7-15

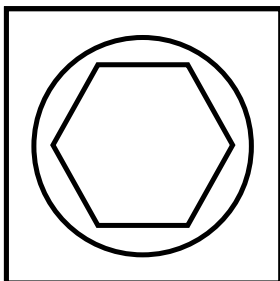


6-2-14

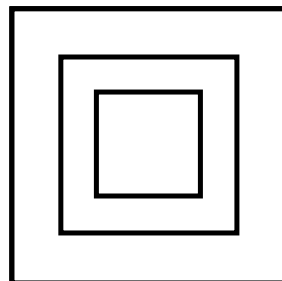
Dare dei modelli “bianchi” di nuove SAGOME e chiedere all’allievo di colorarle seguendo le indicazioni numeriche.



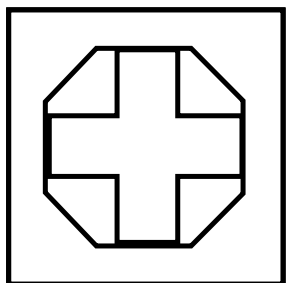
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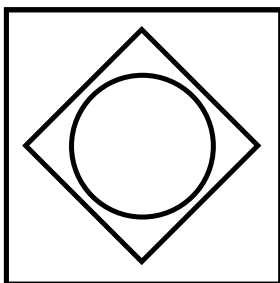
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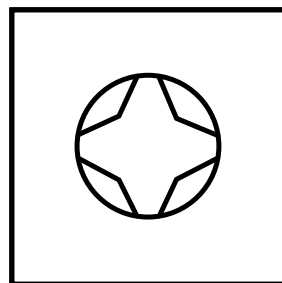
8-6-12



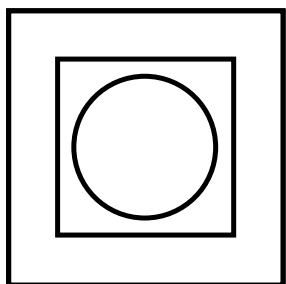
4-2-13



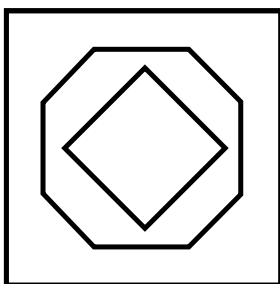
3-5-13



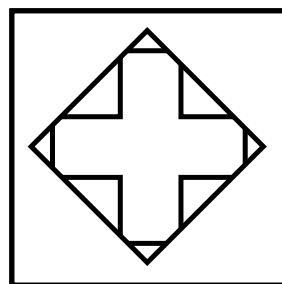
5-10-11



8-5-15



4-7-15



3-2-12