



QUADERNO PER L'EDUCAZIONE DEL GESTO GRAFICO

Elaborato dal Comitato Scientifico con la consulenza della Dott.ssa Sandra Matteoli



I REVISIONE MAGGIO 2020

II REVISIONE GIUGNO 2024



Consigli per l'utilizzo

Chi

Alunni che frequentano l'ultimo anno della scuola dell'infanzia.

Quando

- Da ottobre a giugno di ogni anno scolastico.
- Preferibilmente al mattino, nella fascia oraria dell'accoglienza (dalle h. 8,00 alle h. 9,00) o al pomeriggio, dopo il gioco libero (dalle h. 14,00 alle h. 15,00). Si sconsiglia il lavoro sul quaderno negli altri momenti della giornata e in particolare durante il tempo dei gruppi omogenei per età, dedicati allo svolgimento di tutte quelle attività motorie, manipolative, linguistiche, esplorative e di ricerca-azione, che stanno alla base del lavoro di educazione del gesto grafico.

Come

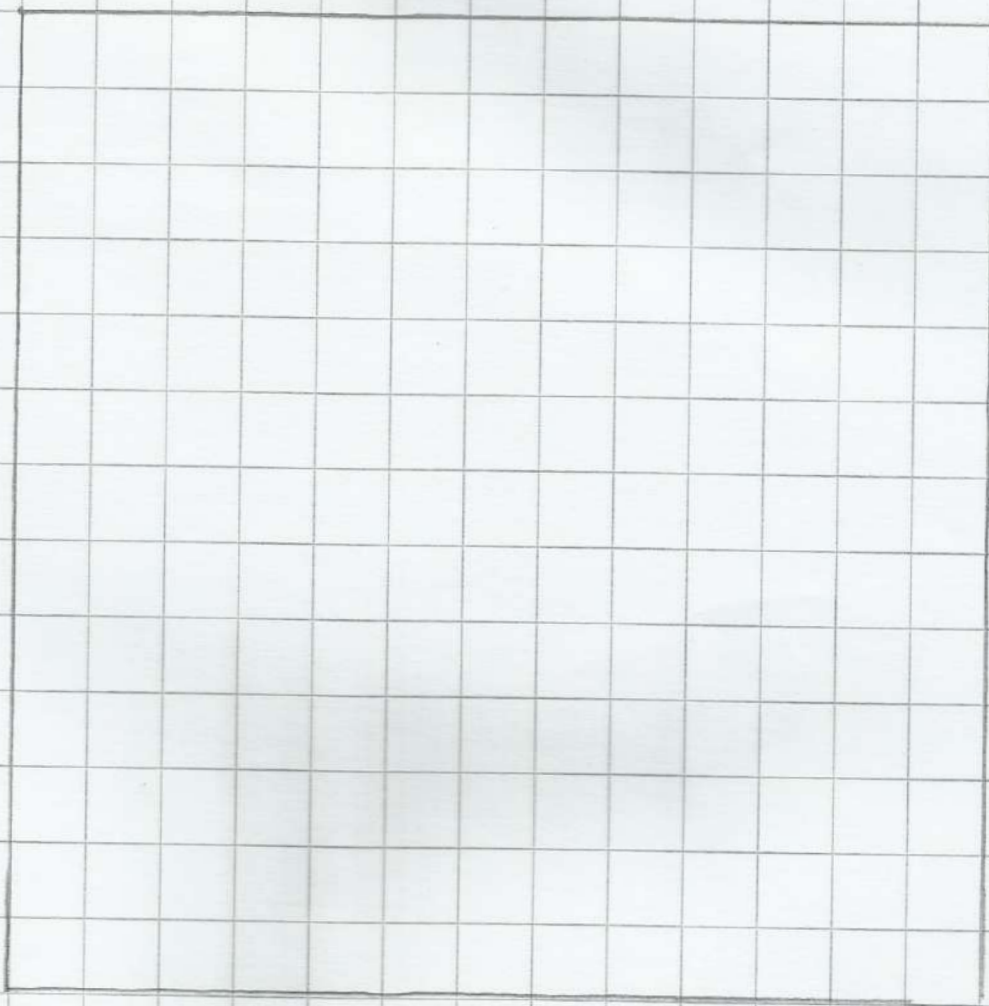
- Molti esercizi vanno eseguiti secondo la sequenza raccomandata (vedi Curricolo "Il corpo e il movimento):
 - 1) proni a terra
 - 2) in piedi alla lavagna (anche usando entrambe le braccia)
 - 3) in piedi al tavolino
 - 4) seduti al tavolino
- Curare la corretta postura da seduti (vedi "Griglia di valutazione del gesto grafico" e "Monitoraggio dello sviluppo psicomotorio").
- Curare la corretta prensione della matita (vedi "Griglia di rilevazione dell'impugnatura del mezzo tracciante"). *Come approfondimento sulla corretta prensione si consiglia la lettura del testo "Scrivere: l'abilità dimenticata" di Alessandra Venturelli, ed. Mursia.*

Misure e materiali

- Il quaderno ha un formato speciale: 21x23 cm, risultato più adatto ai bambini di questa fascia di età (ultimo anno Scuola dell'Infanzia/classe prima scuola primaria), rispetto al classico quadernone.
- Sul quaderno si scrive col lapis e con le matite. Solo per alcuni esercizi (es. per evidenziare gli incroci nel reticolato piccolo) è possibile usare i pennarelli a punta fine (colori chiari).
- Il quaderno è corredato da un astuccio a busta con 2 cerniere, contenente: lapis ergonomico HB, appuntalapis di metallo (2 fori), gomma bianca, colla stick, forbici con punta arrotondata, 12 matite colorate.

Per facilitare l'esecuzione della attività presenti in questo strumento, si raccomanda di integrarle con quanto riportato nel documento *"Percorso di educazione del gesto grafico alla scuola dell'infanzia"* redatto dal CTS nel Giugno 2024 a seguito della formazione *"Costruisco il gesto grafico secondo il Metodo A.E.D.® Un percorso grafomotorio e pedagogico per la scuola dell'infanzia"* tenuta dalla Dott.ssa Giacomelli nell'a.s. 2023/24.

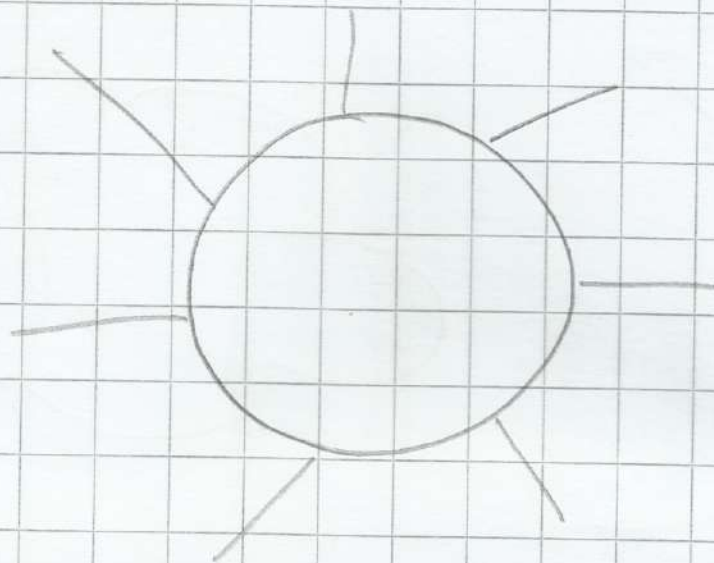
MI DISEGNO



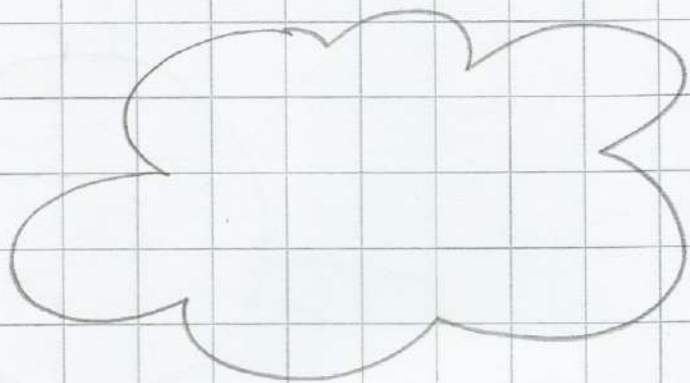
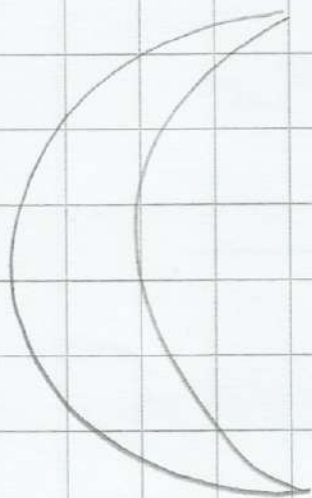
L'ALUNNO SCRIVE IL PROPRIO NOME

DISEGNARE UN OGGETTO IN BASSO ED UNO
IN ALTO

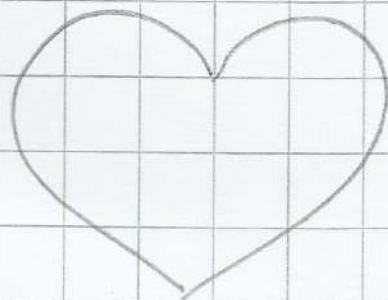
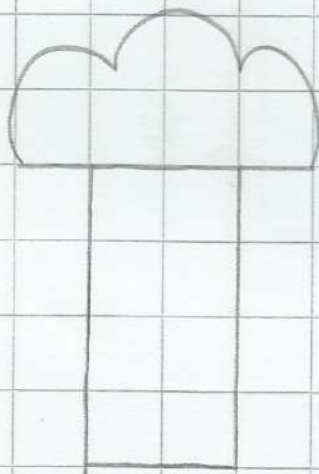
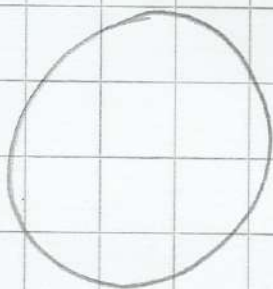
COPIARE IL DISEGNO CON IL LAPIS E COLORARLO



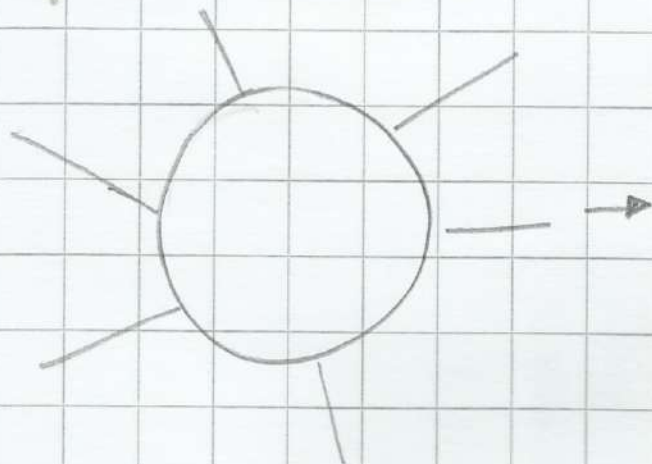
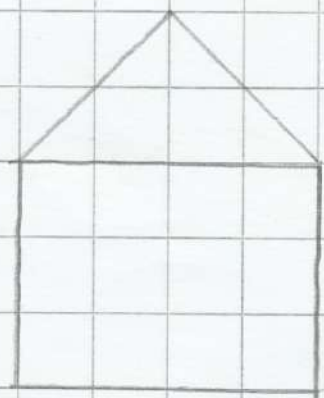
COPIARE I DISEGNI CON IL LAPIS E COLORARLI CON LE MATITE



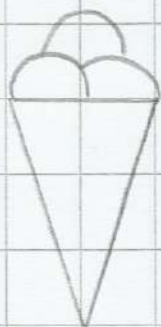
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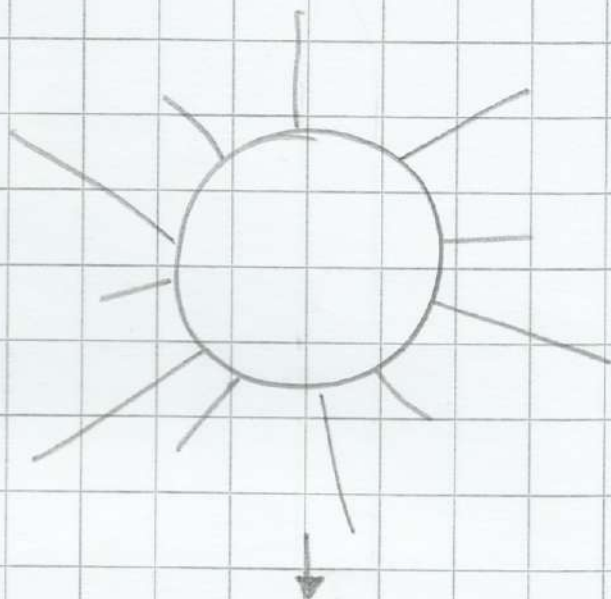
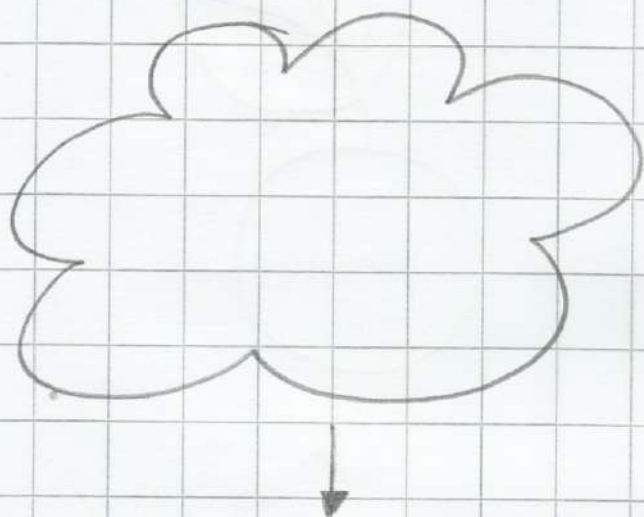
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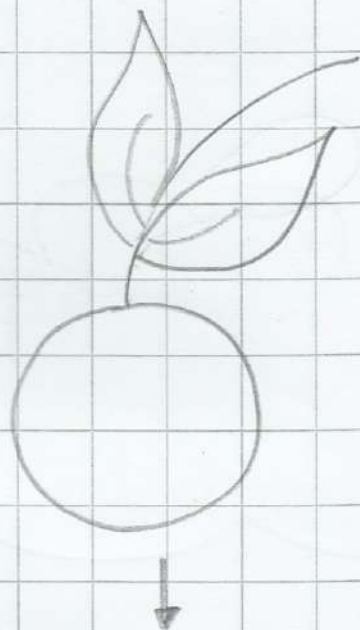
COPIARE I DISEGNI A LATO E COLORARLI CON LE MATITE



COPIARE I DISEGNI CON IL LAPS E COLORARLI CON LE MATITE



COPIARE I DISEGNI CON IL LAPIS E COLORARLI CON LE MATITE

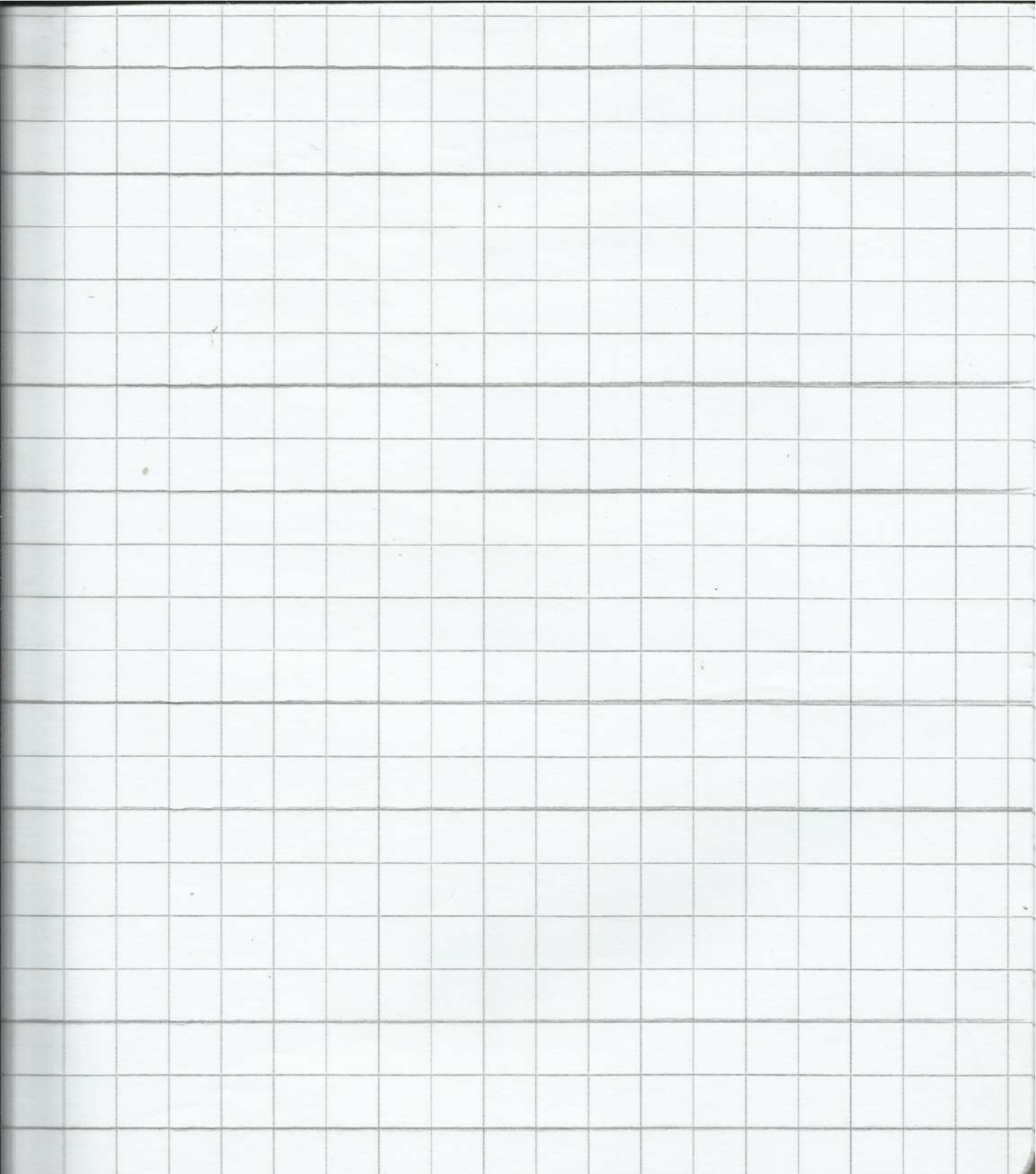


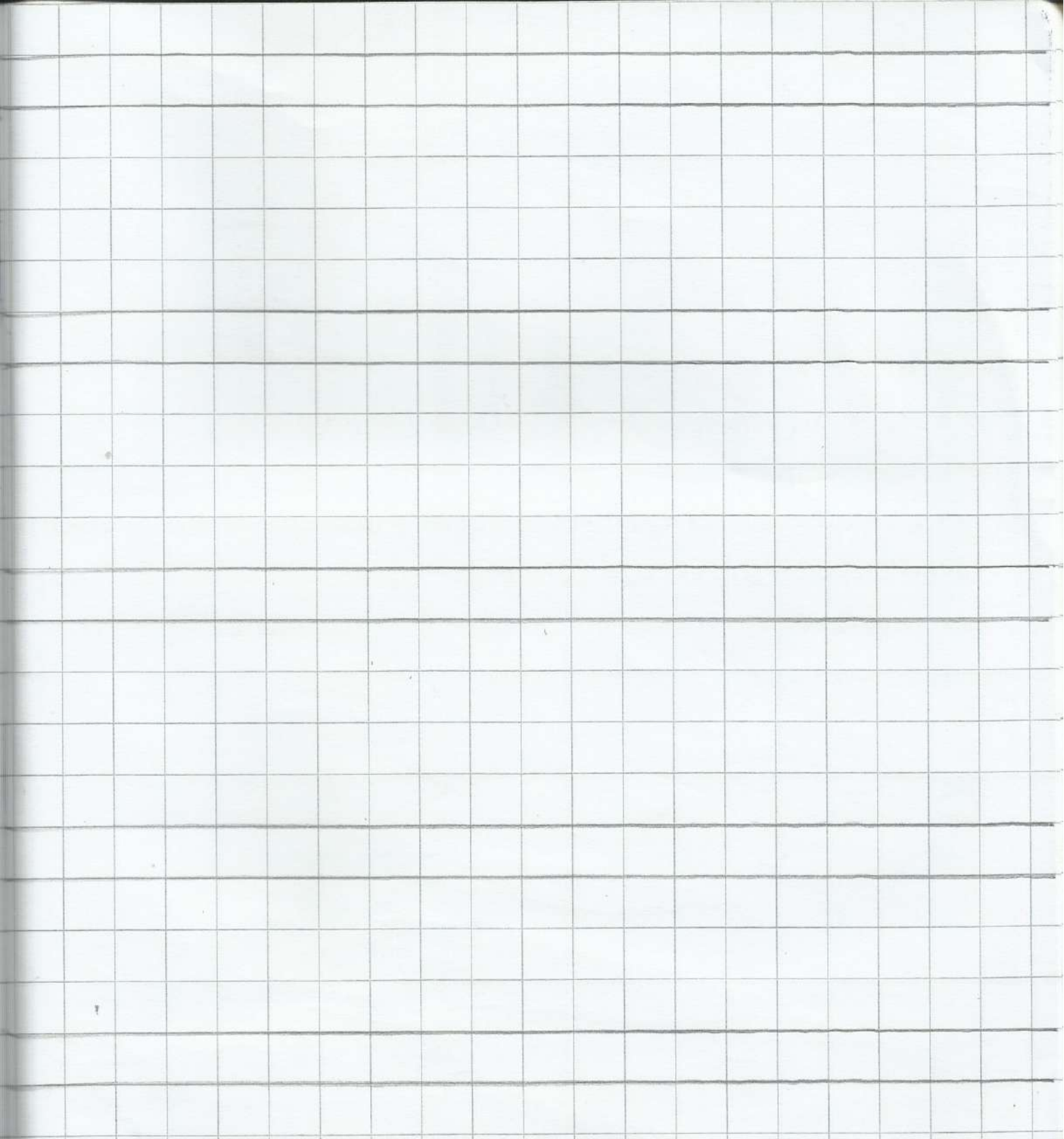
STESI SUL PAVIMENTO COPERTURA DALLA LAVAGNA (DAL PIANO VERTICALE AL PIANO ORIZZONTALE) DI SEMPLICI DISEGNI O DI SEGNI GRAFICI, ANCHE RIFERITI A CANZONI, FILASTROCCHE NOTE.

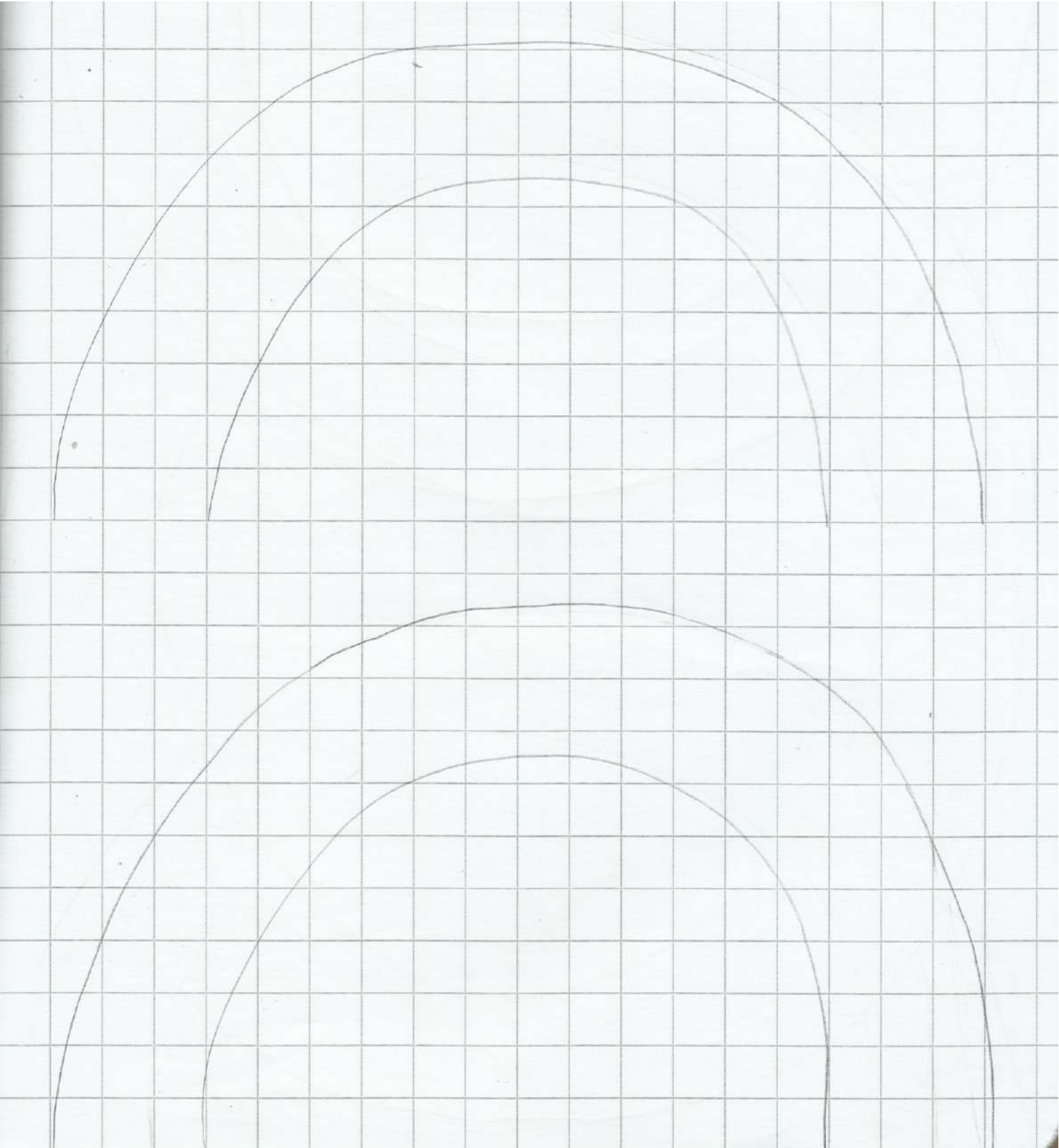
PERCORSI

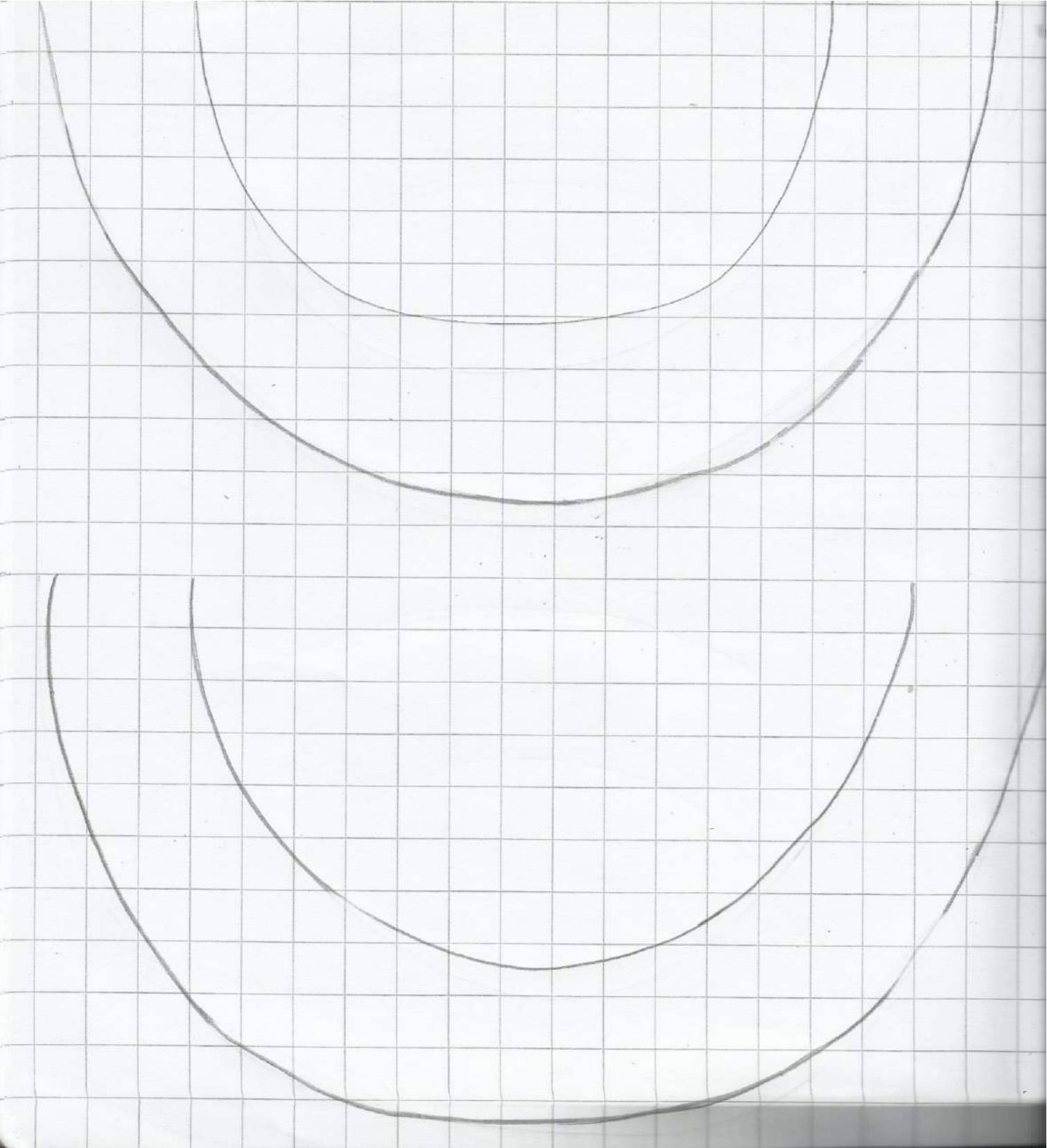
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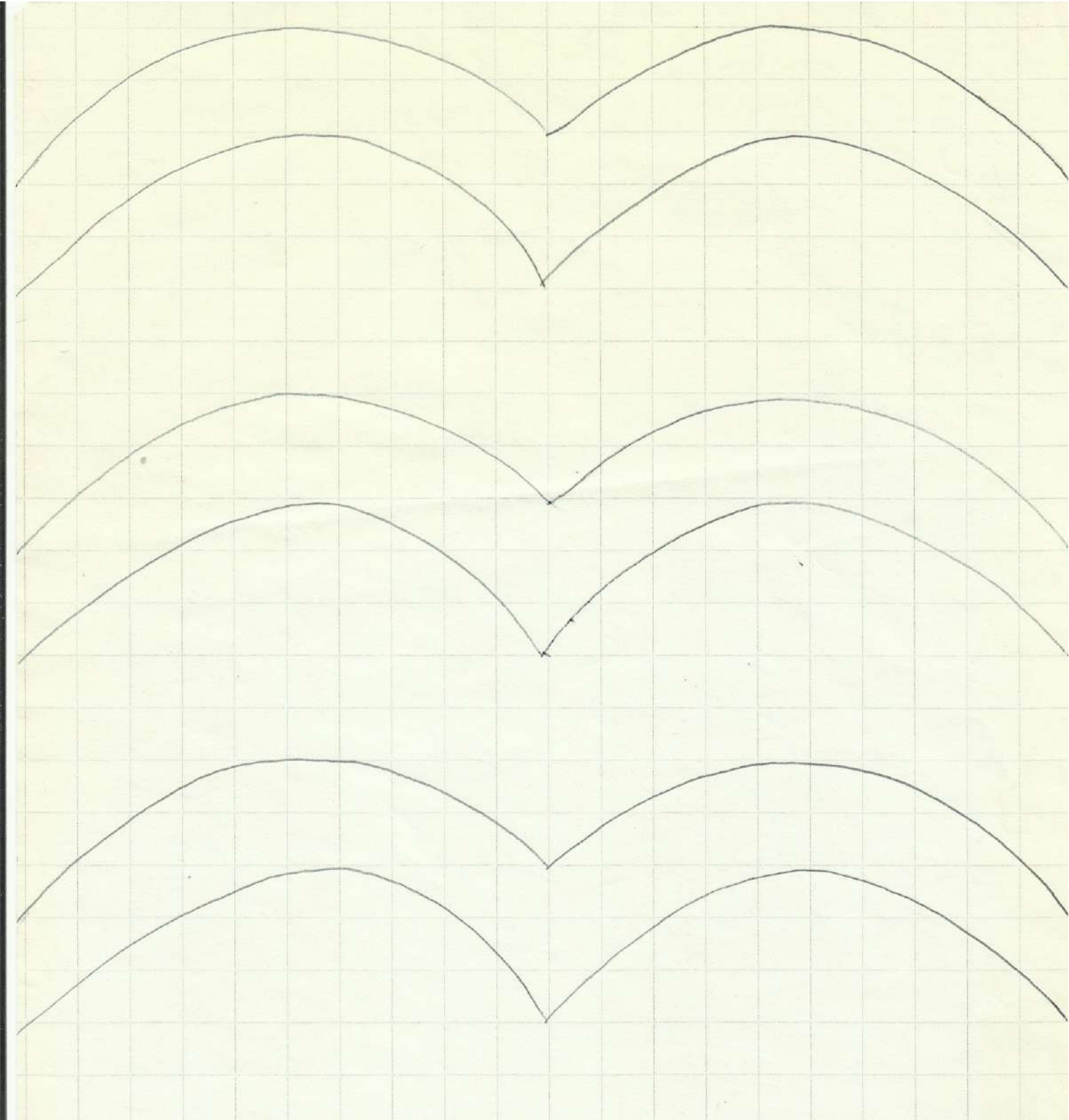
- 1- percorrere ogni binario con il dito procedendo da sin a dx;
- 2- con un sistema tracciante tracciare all'interno del "binario" una linea procedendo da sin a dx senza interrompere il tratto e/o ruotare il quaderno
- 3- la partenza (pallino verde) e l'arrivo (pallino rosso) vengono messi dall'alunno

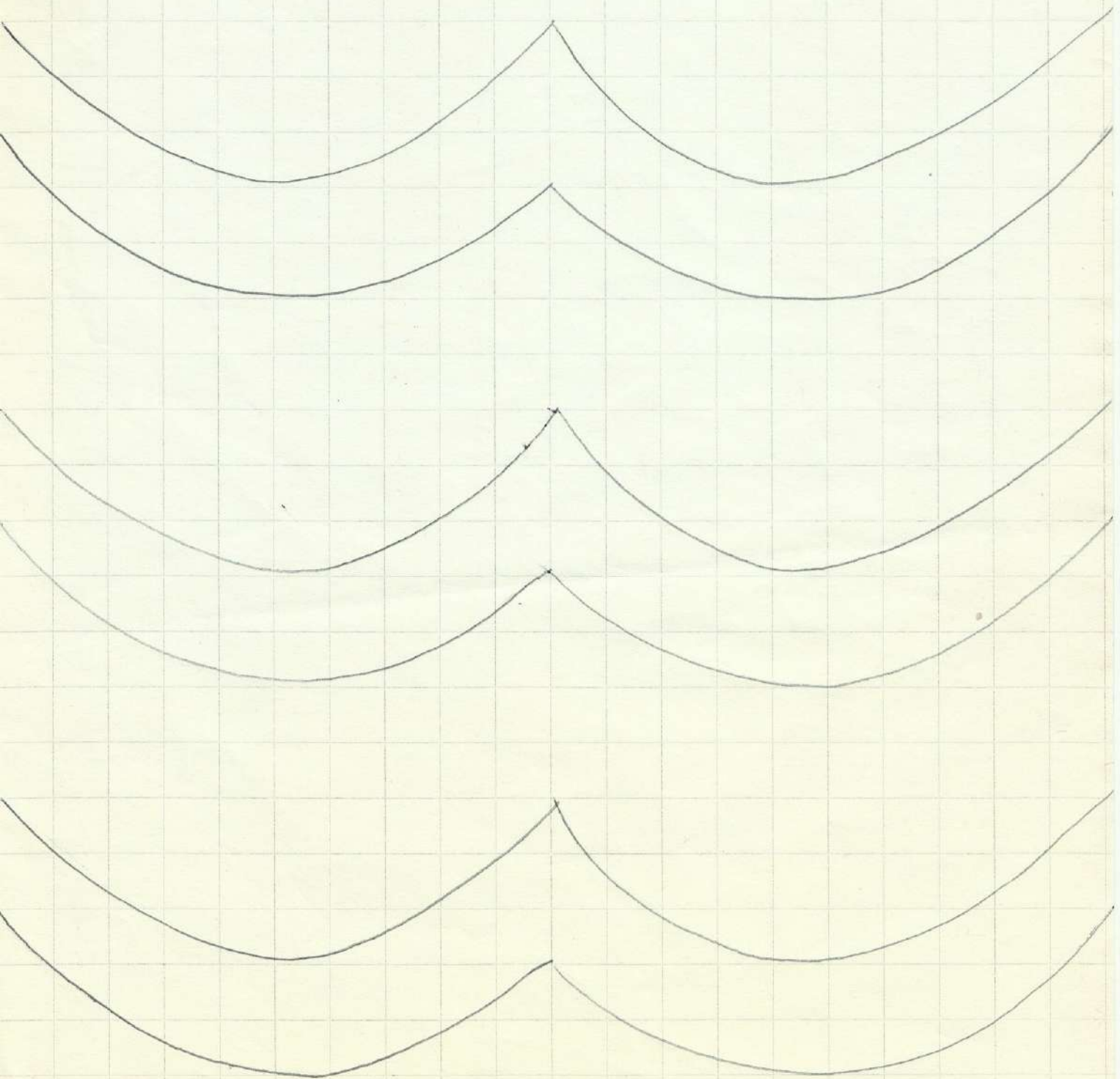


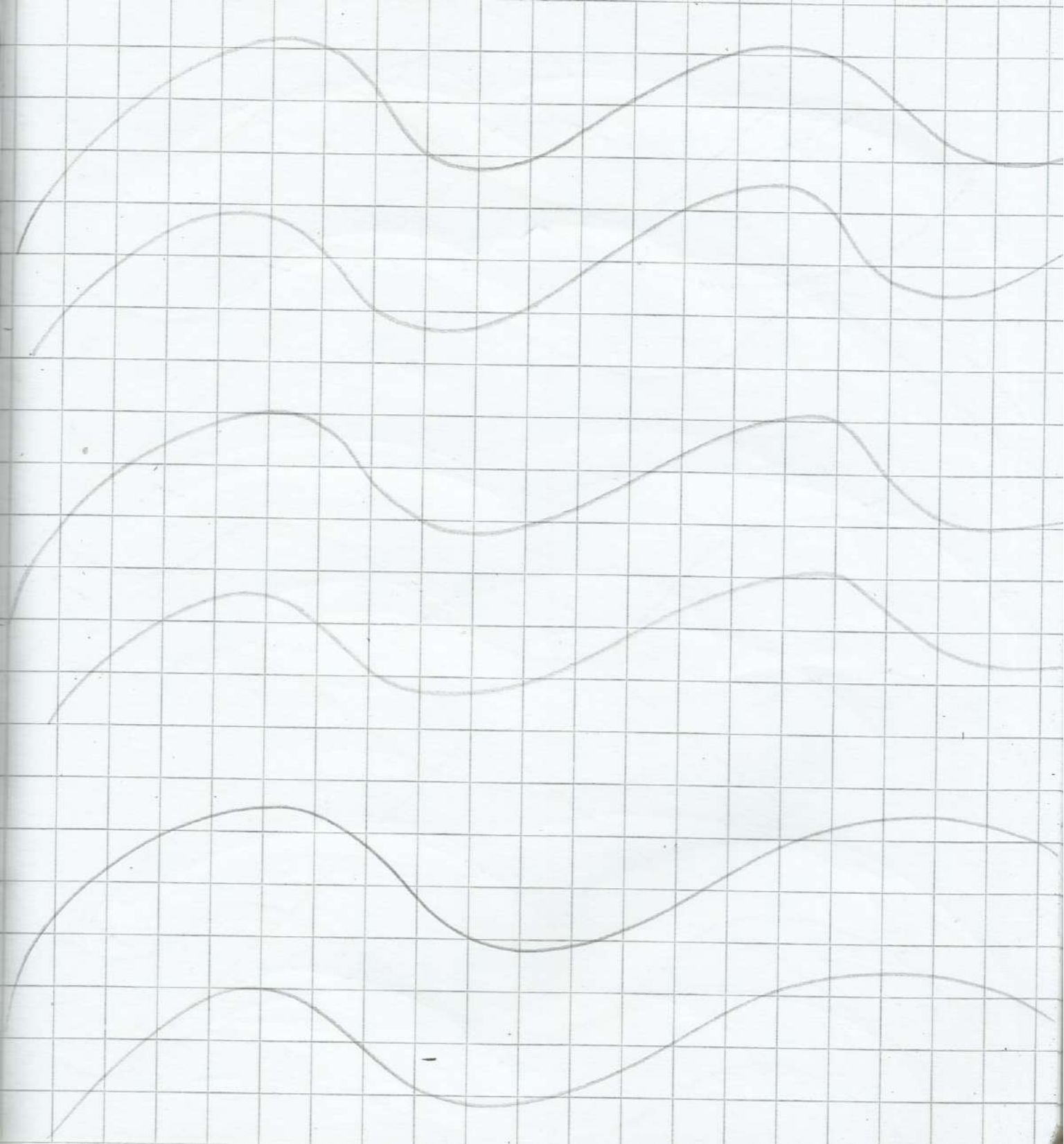


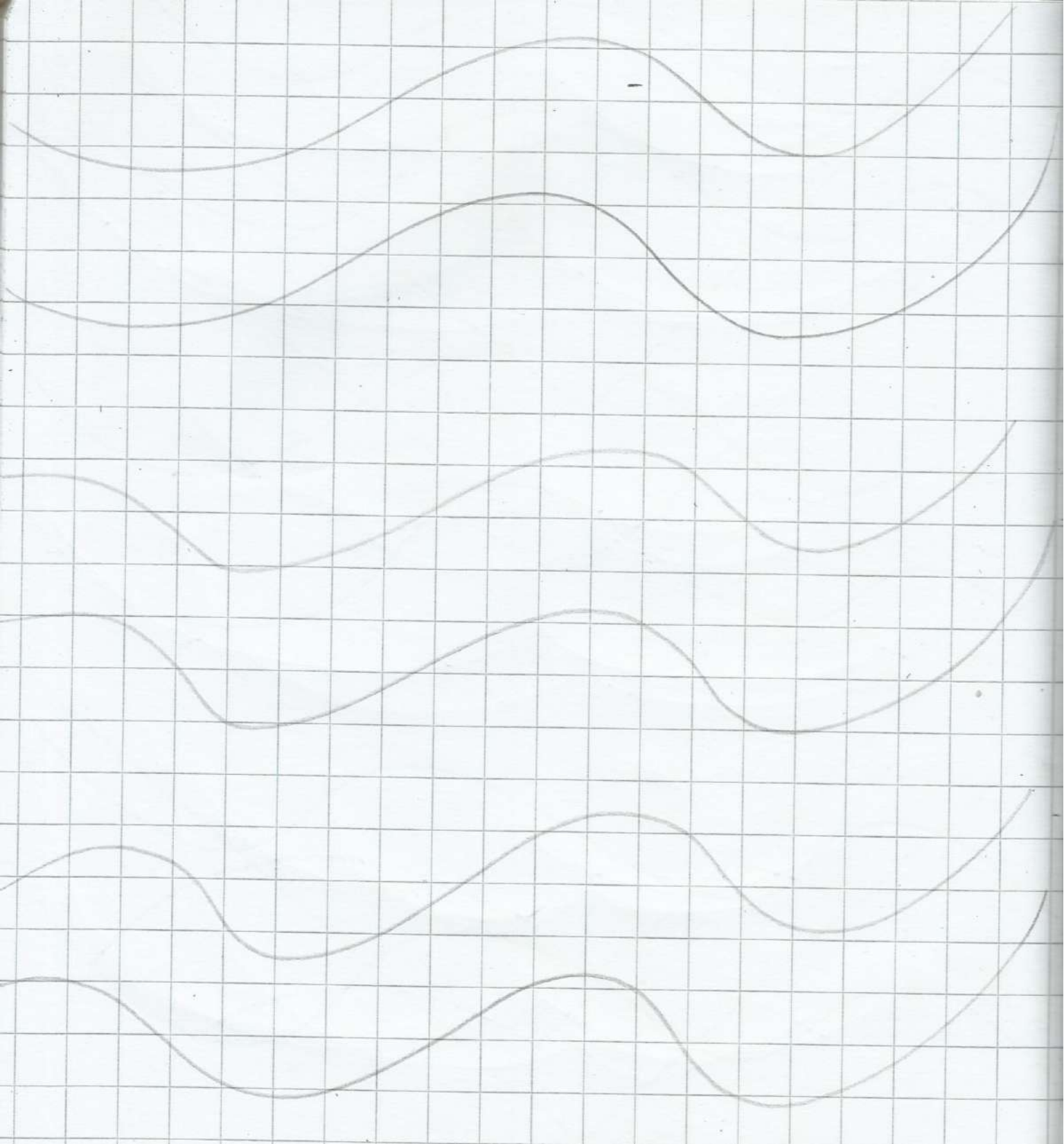


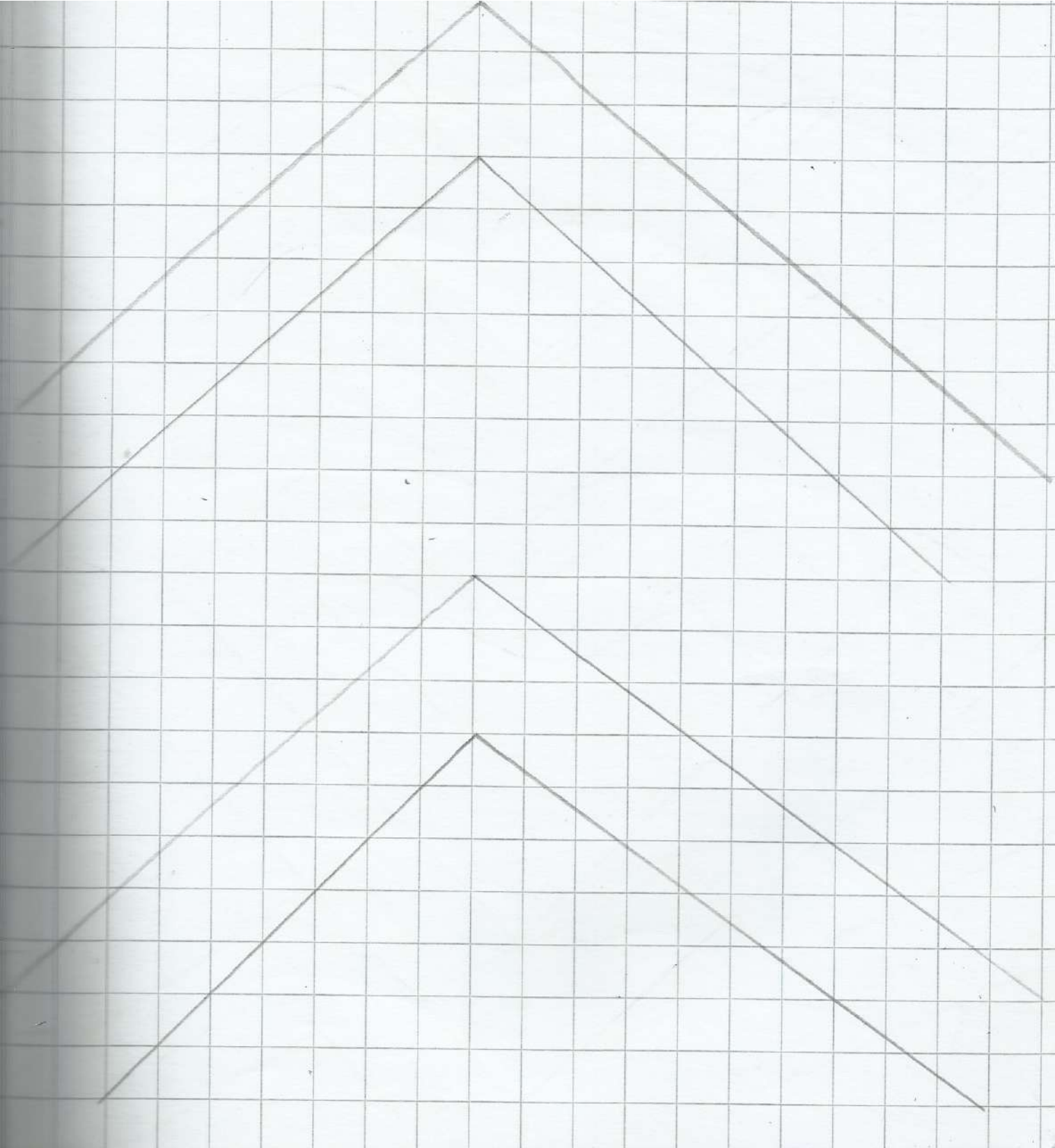


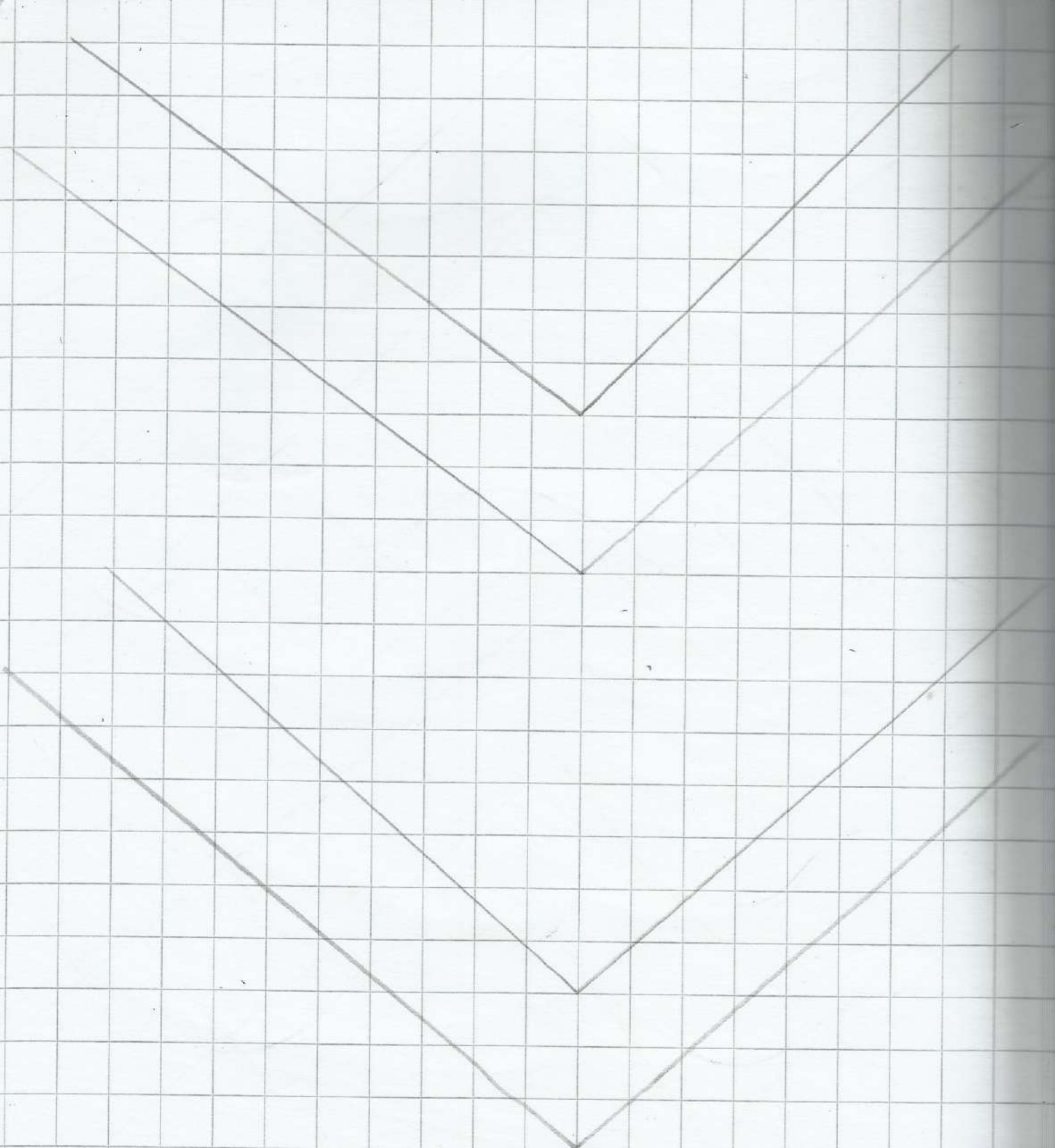


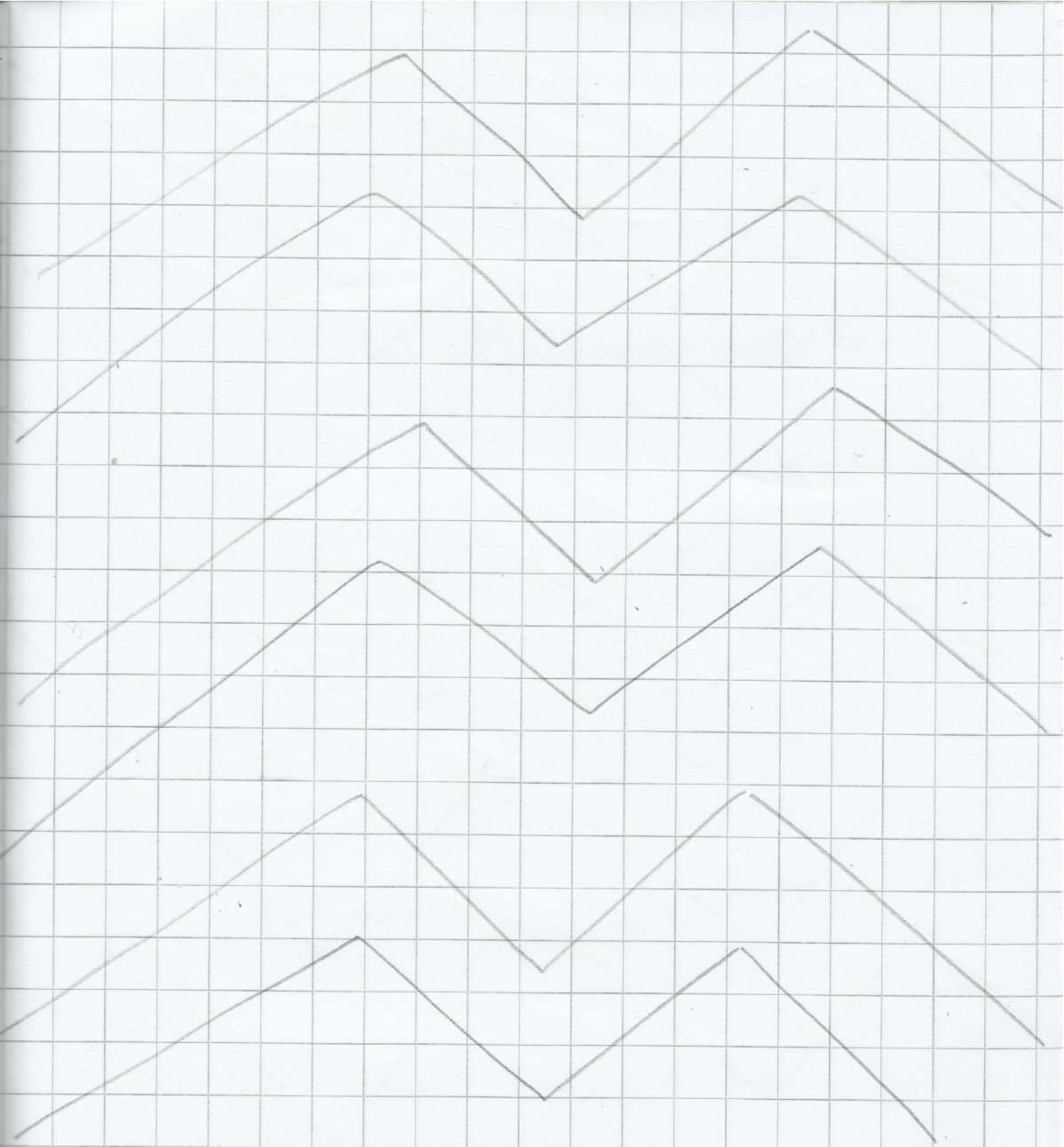


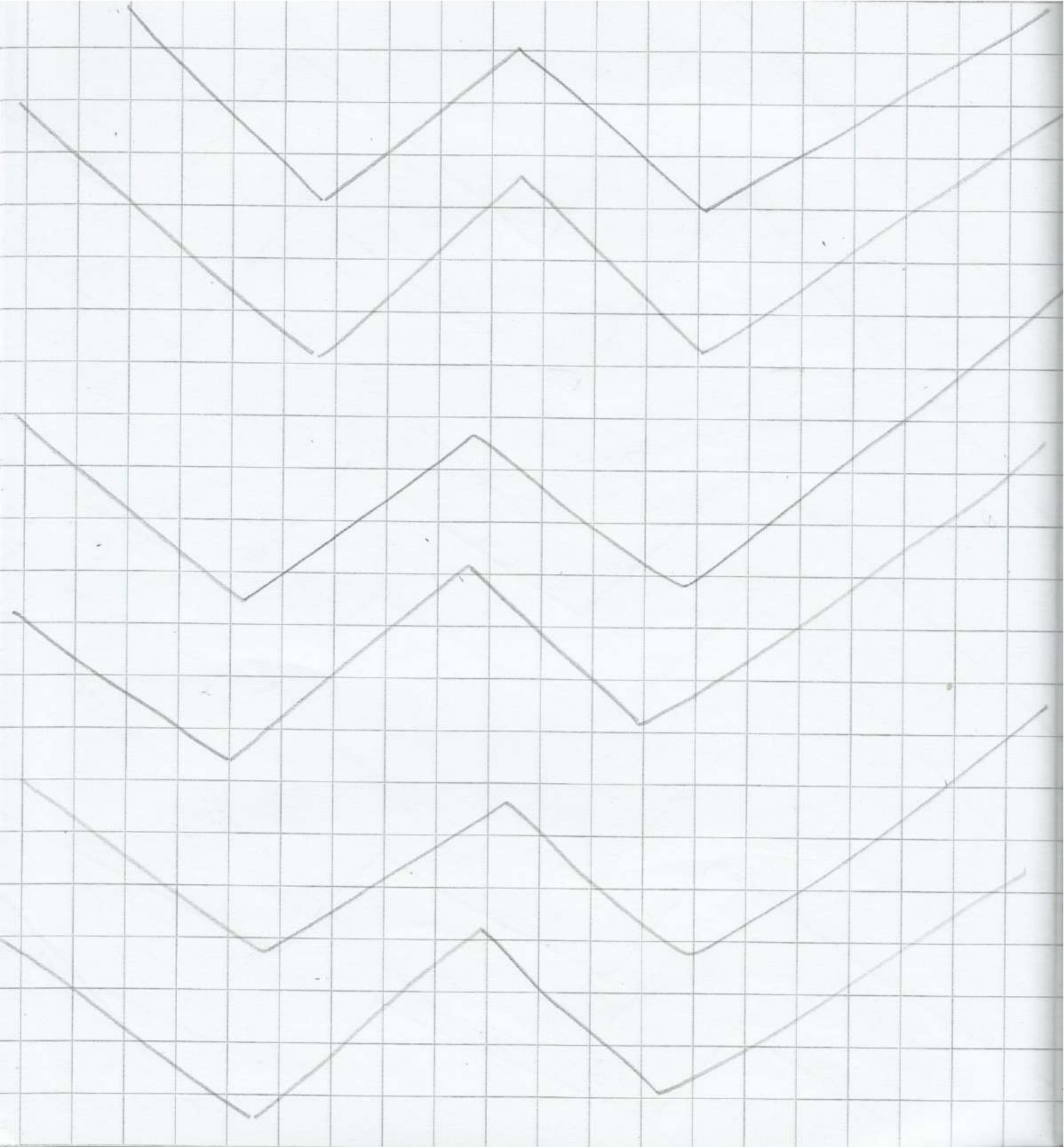






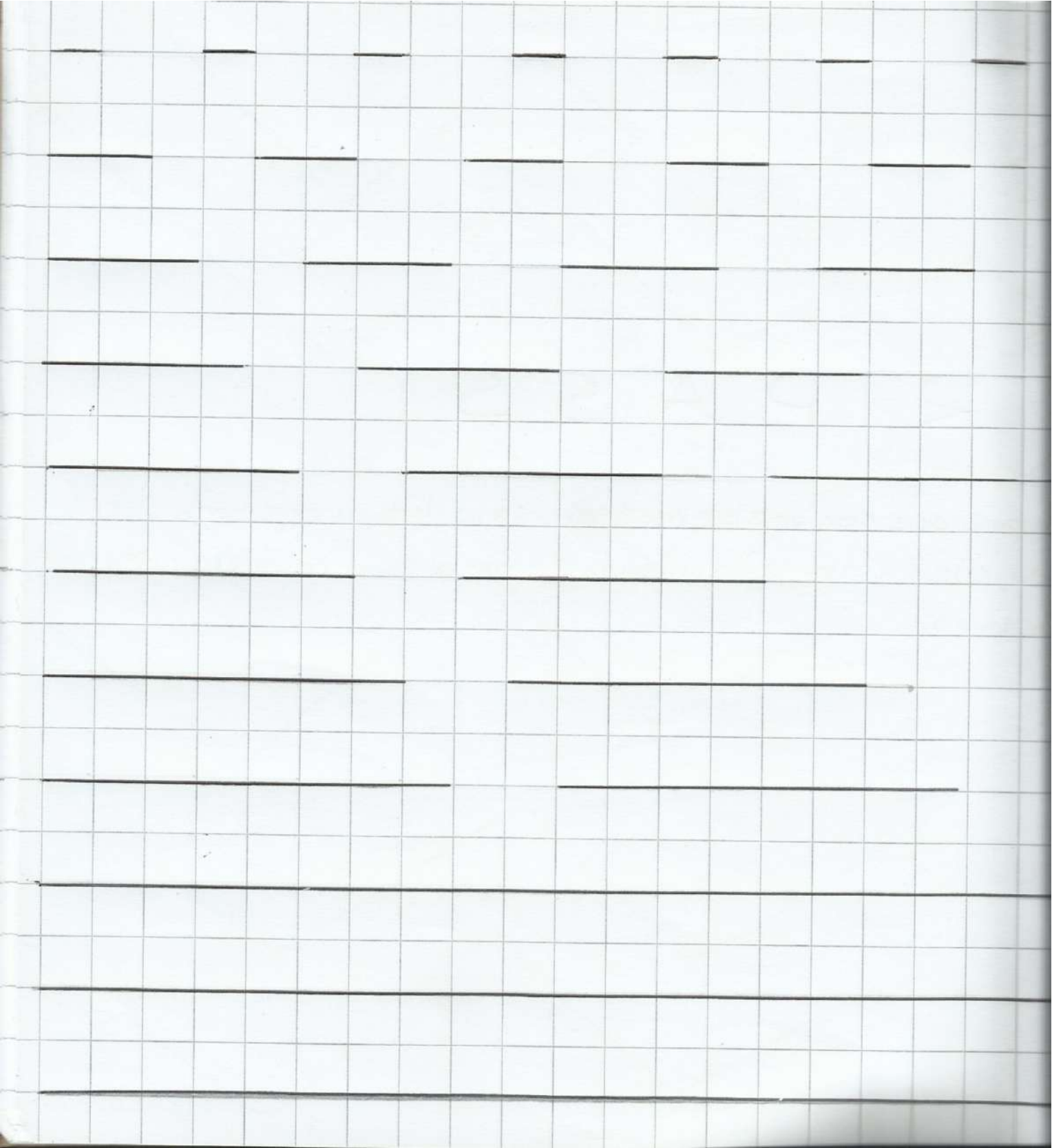


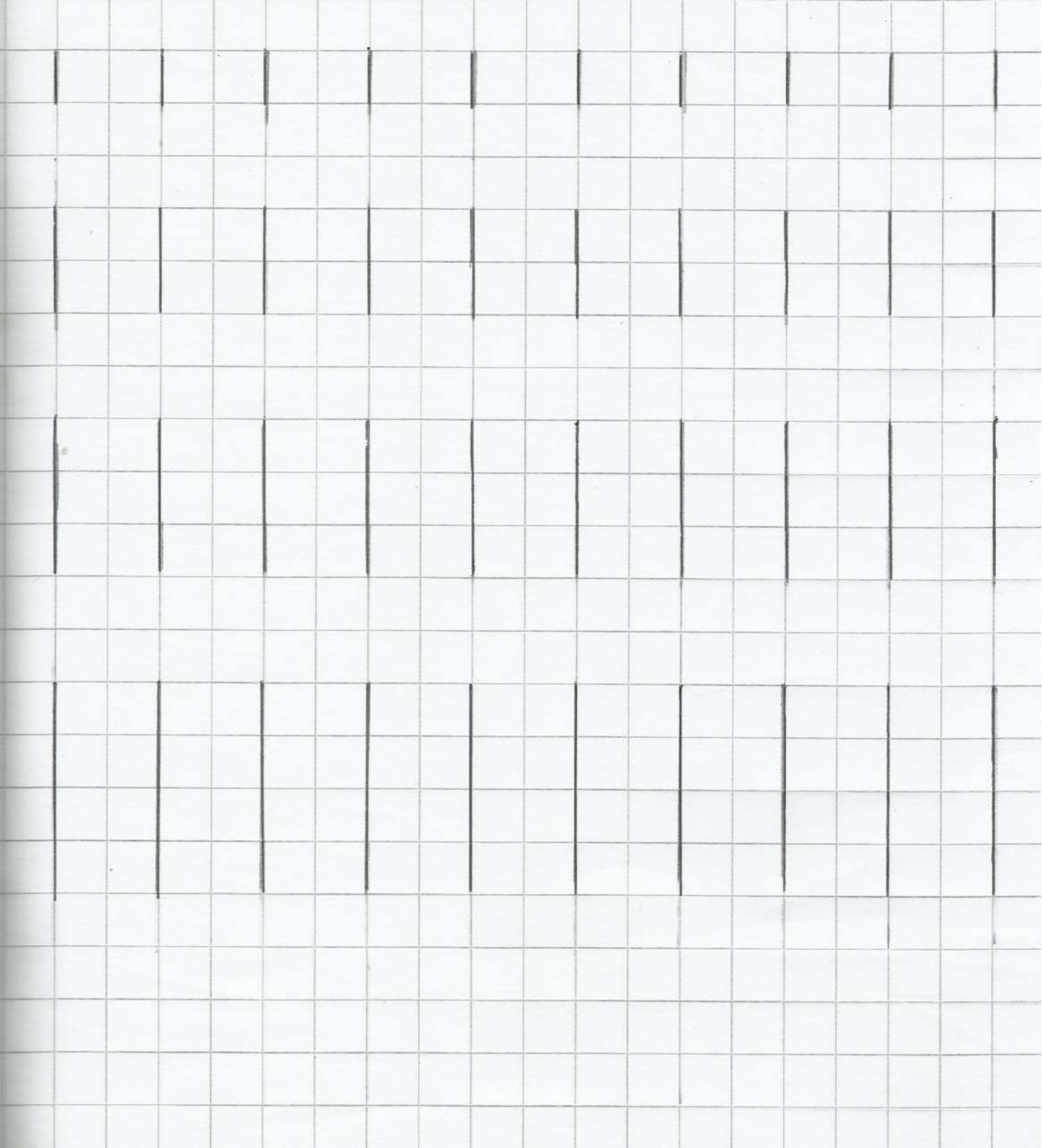


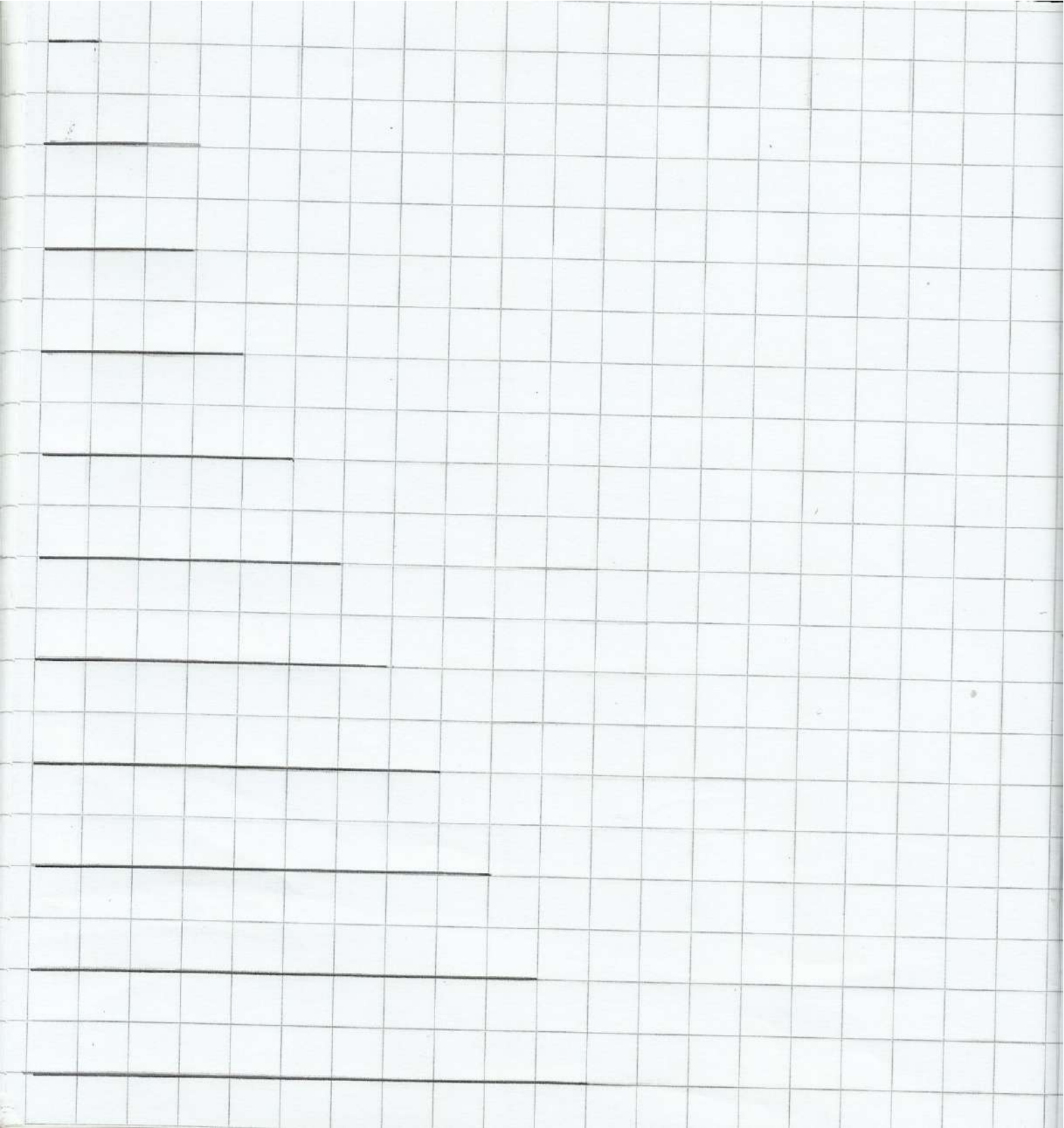


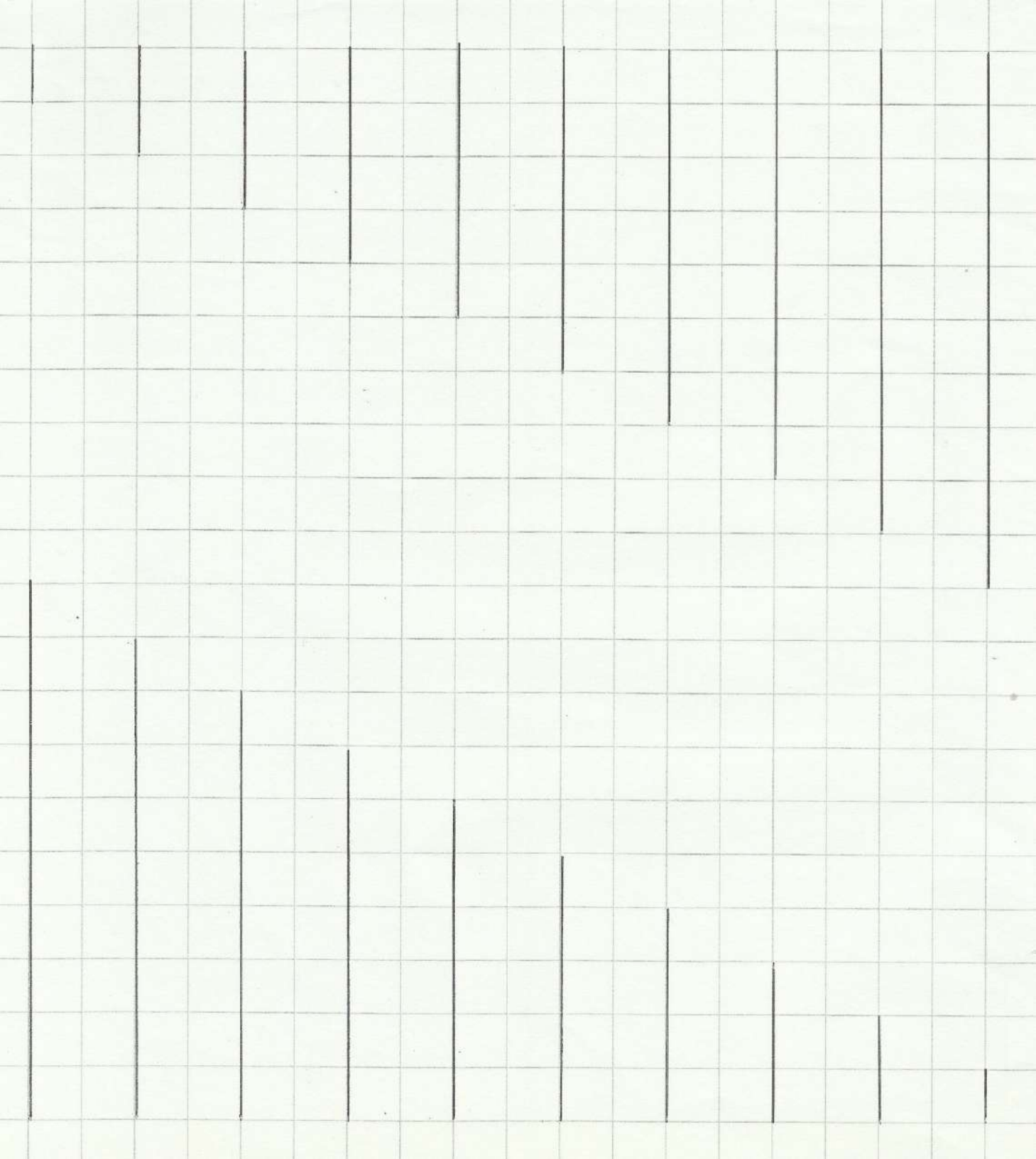
RIPASSI

Ripassare con un sistema tracciante le linee orizzontali, verticali, curve e spezzate senza interrompere il tratto e/o ruotare il quaderno









LE
LINEE

TRACCIARE LINEE LIBERE ORIZZONTALI DA SIN A DX SENZA NE-
CESSARIAMENTE SEGUIRE LA LINEA DEI QUADRETTI

TRACCIARE LINEE VERTICALI DALL'ALTO IN BASSENZA NECESSARIA HEN
TE SEGUIRE LA LINEA DEI QUADRETTI

UNIRE I PUNTINI PARTENDO DA QUELLO VERDE ED ARRIVANDO A QUELLO
ROSSO (SIN $\rightarrow$ DX) PERCORRENDO LA LINEA DEI QUADRETTI



UNIRE I PUNTINI PARTENDO DA QUELLO VERDE ED ARRIVANDO A QUELLO ROSSO (ALTO $\rightarrow$ BASSO) PERCORRENDO LA LINEA DEI QUADRETTI

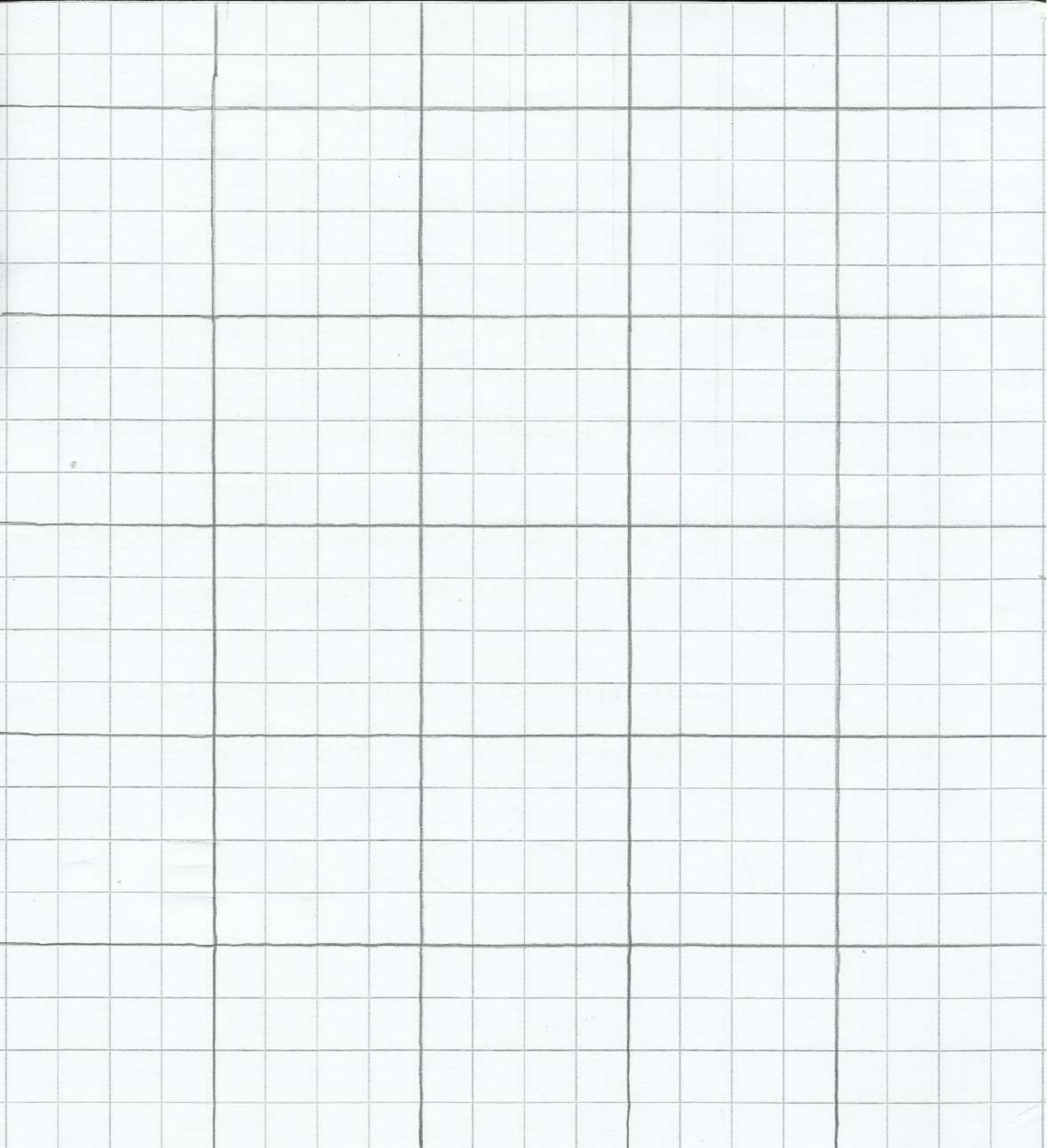


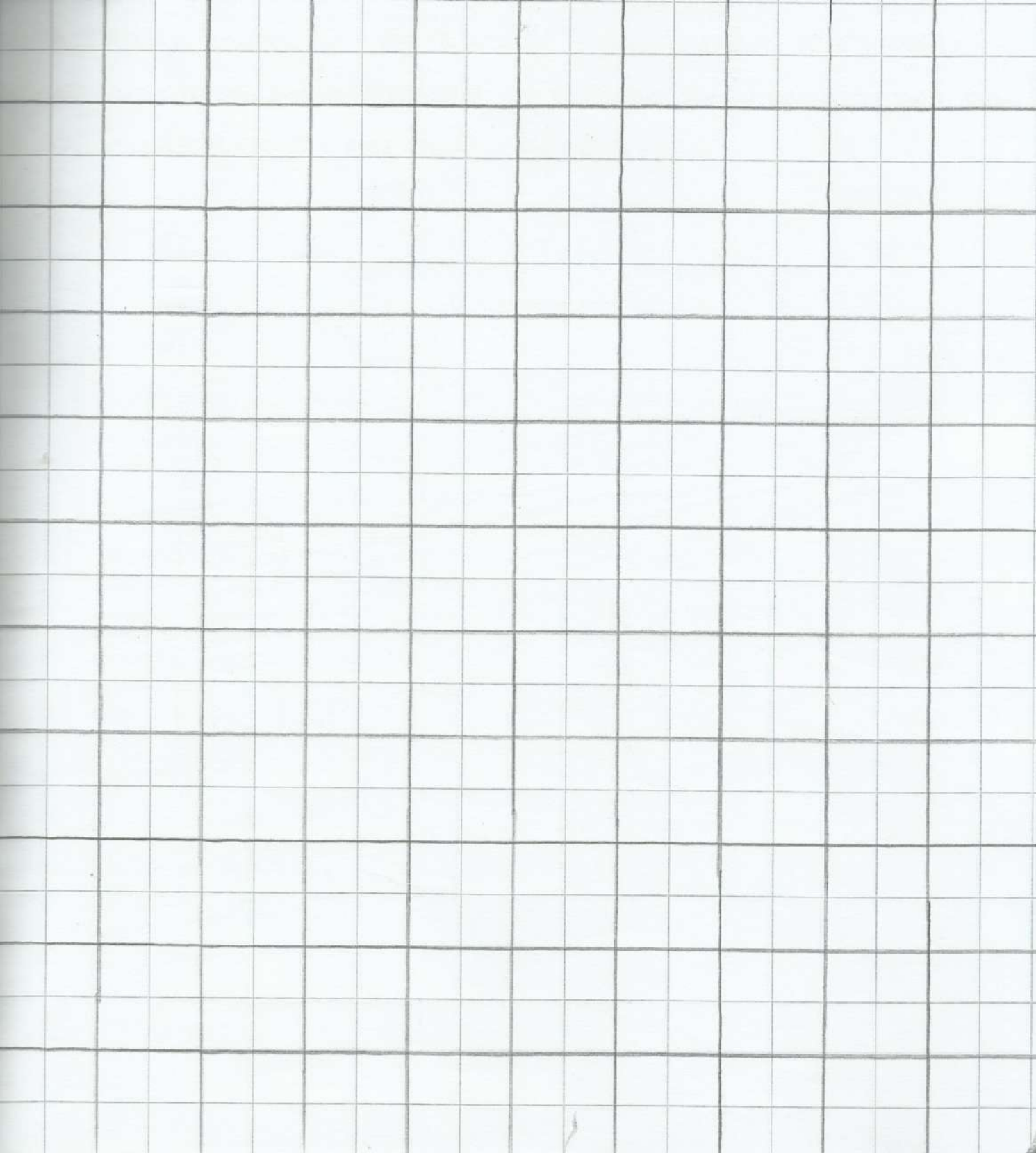
RETICOLATI

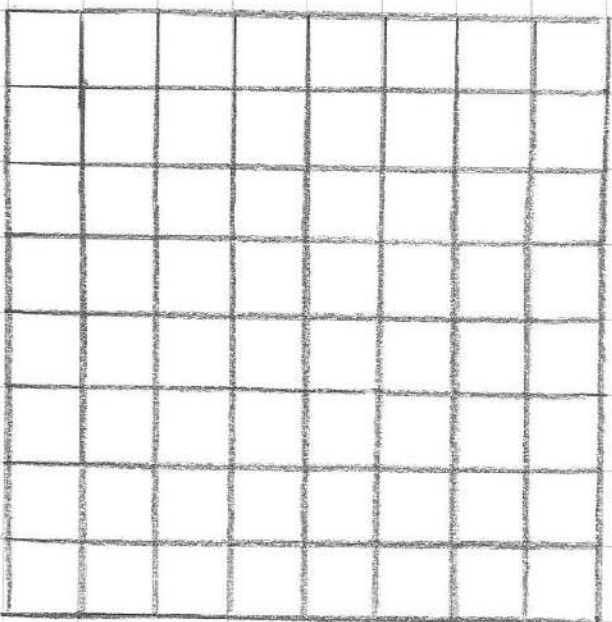
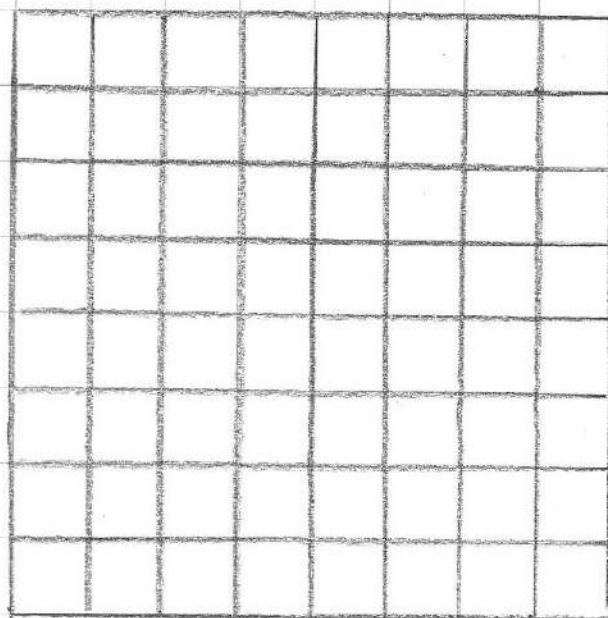
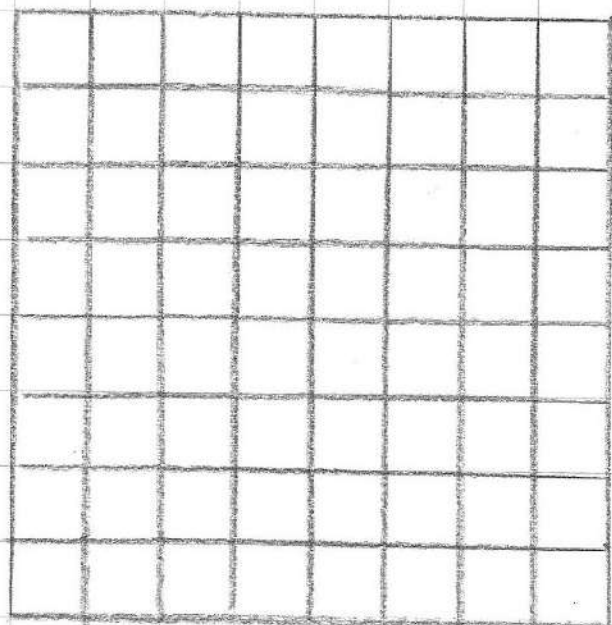
Si raccomanda di eseguire questa attività prima a livello motorio e solo successivamente proporre come segue:

Per ogni pagina

- 1- passare il dito prima sulle linee orizzontali e poi su quelle verticali
- 2- ripassare con un sistema tracciante prima le linee orizzontali e poi quelle verticali
- 3- con un sistema tracciante di colore diverso da quello precedentemente utilizzato, individuare gli incroci fra le linee orizzontali e quelle verticali evidenziandoli con un puntino o un cerchietto



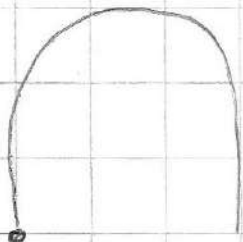
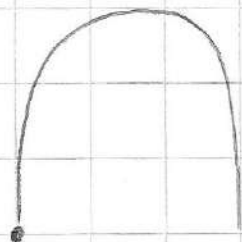
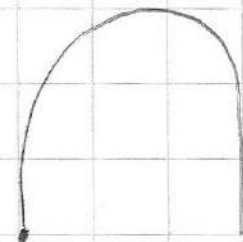
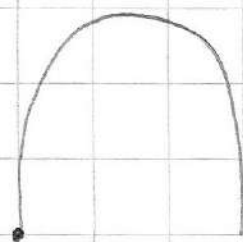
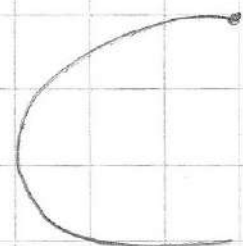
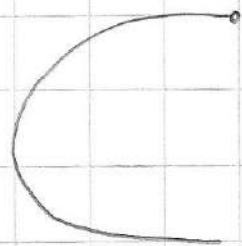
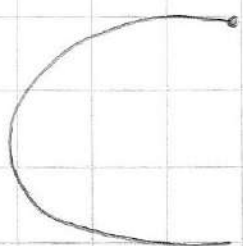
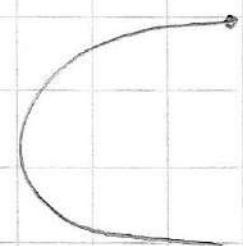
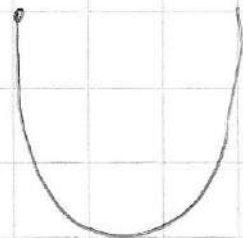
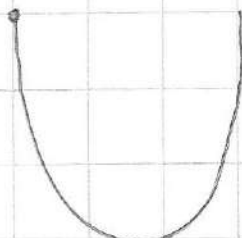
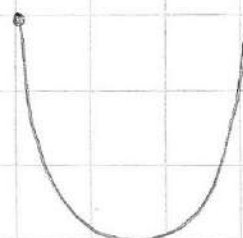
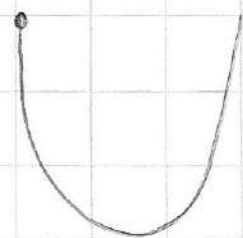
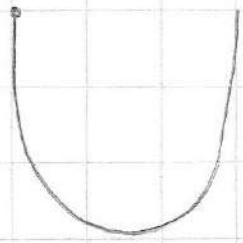
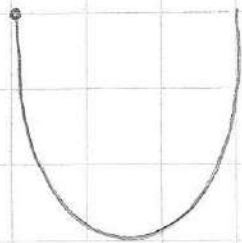
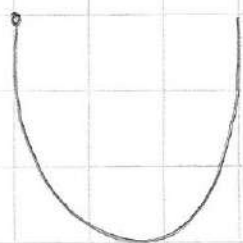
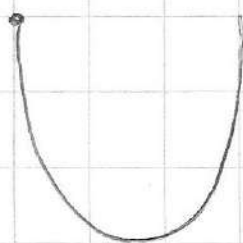


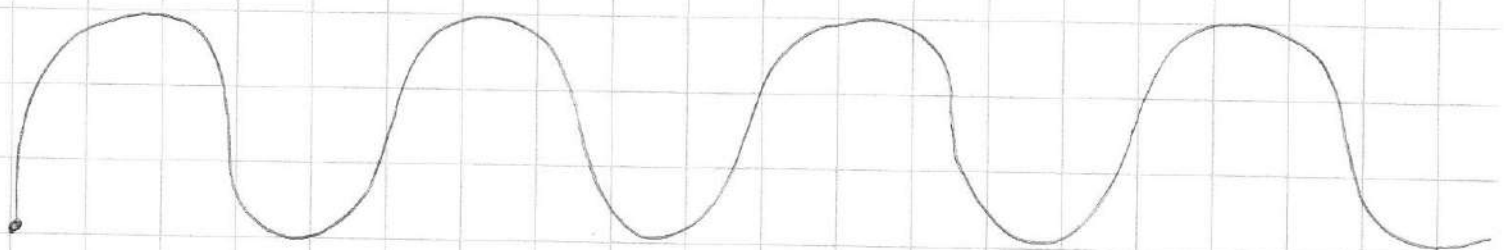
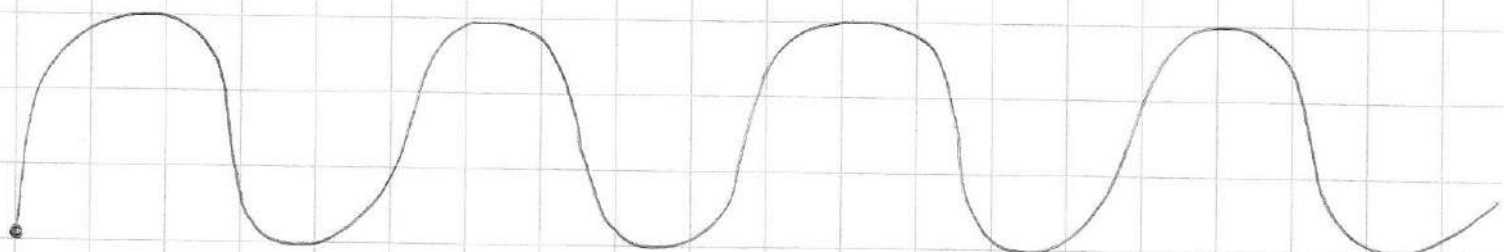
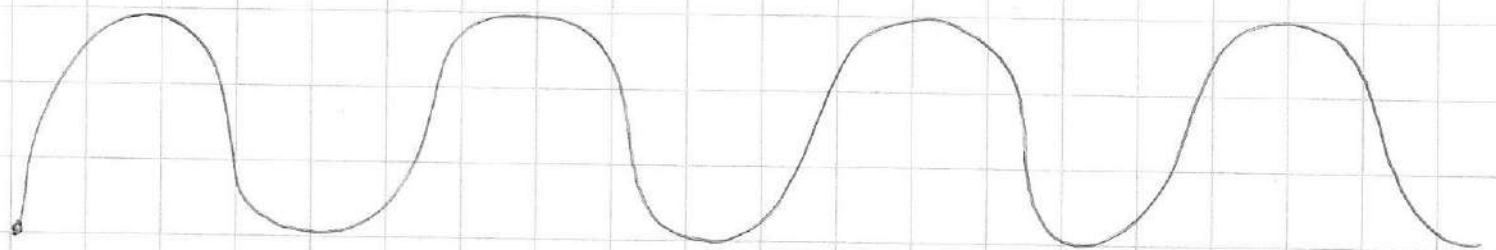
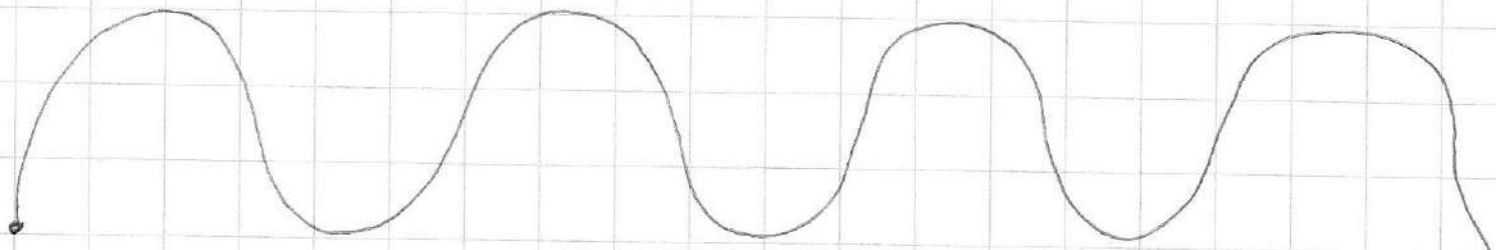


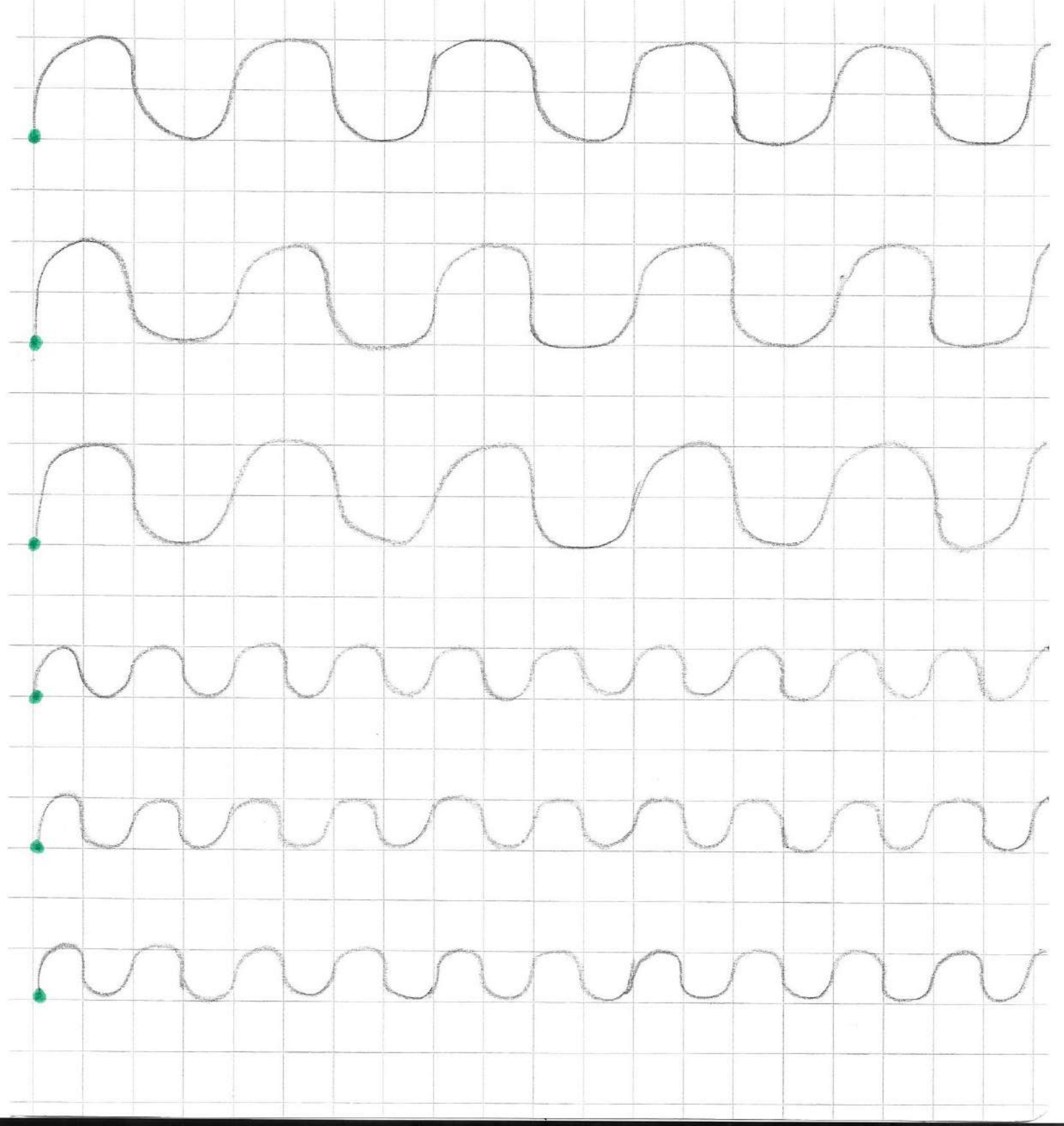
RIPASSARE IL CONTO RNO DEI QUADRETI PARTENDO DAL PUNTO VERDE E
PROCEDENDO IN SENSO ANTIORARIO SENZA STACCARE LA MATITA DAL FO-
GLIO. COMPLETARE GLI ESERCIZI RIGA PER RIGA

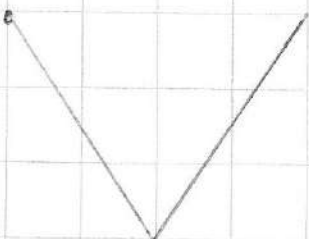
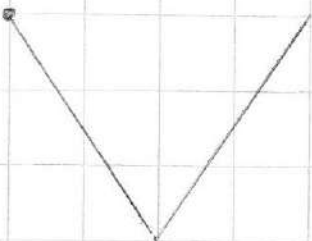
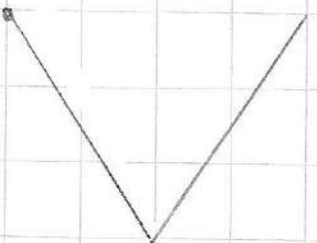
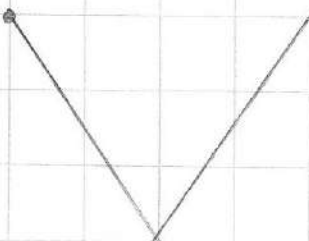
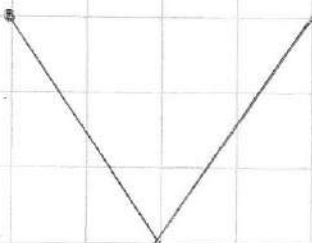
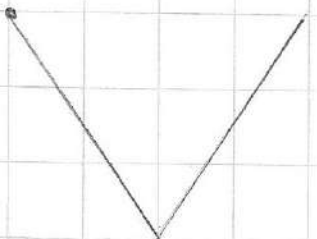
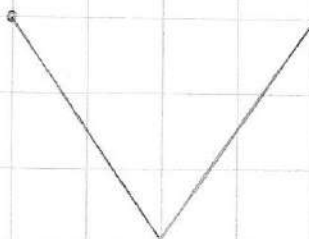
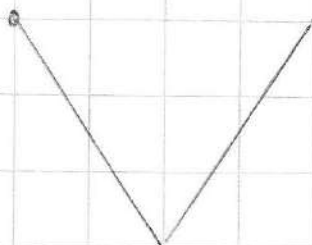
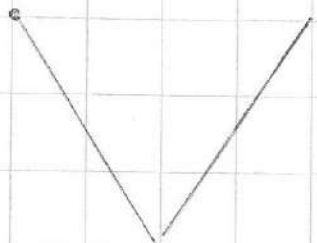
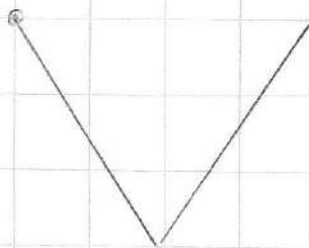
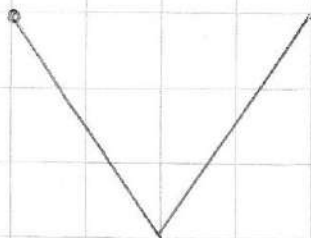
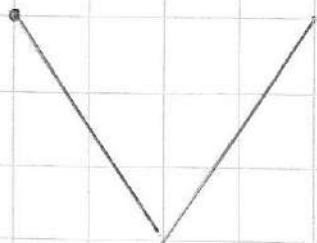


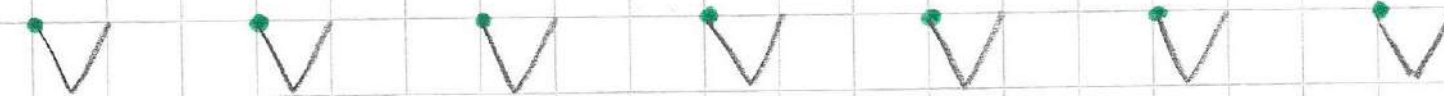
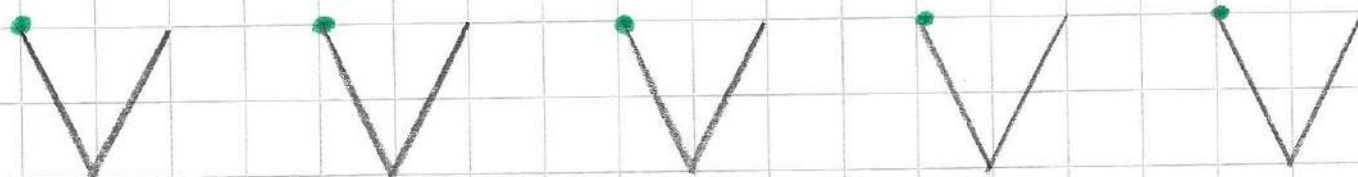
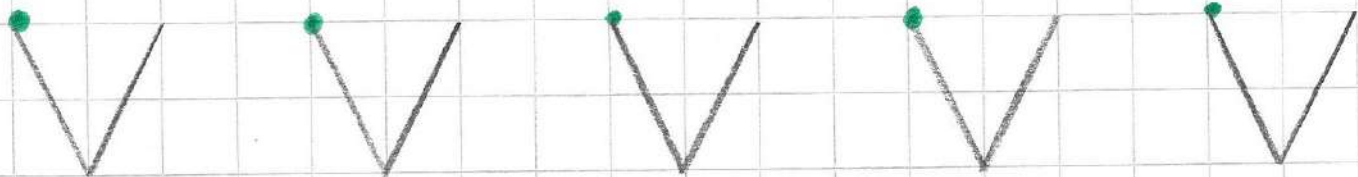
RIPASSARE CON UNA MATITA O CON UN PENNARELLO A
PUNTA FINE I SEGNI SOTTO. PARTIRE DAL PUNTINO E NON
STACCARE LA MATITA DAL FOGLIO

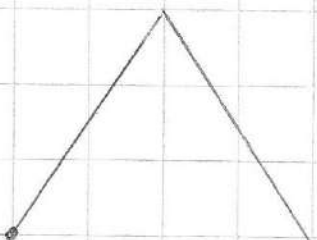
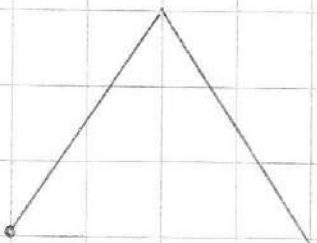
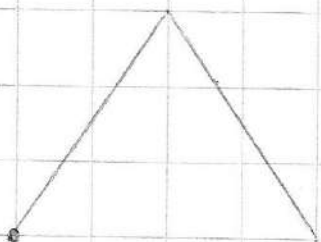
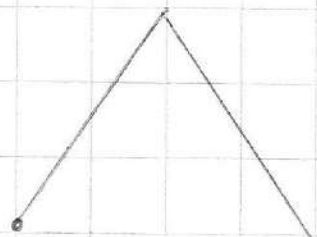
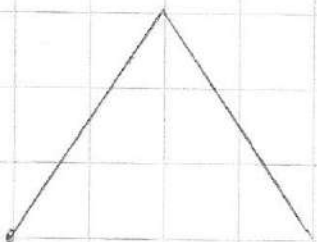
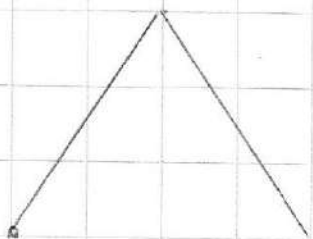
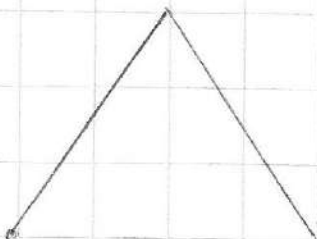
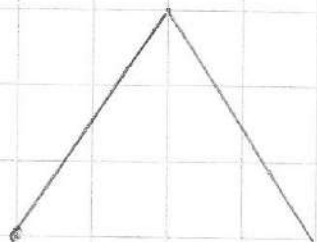
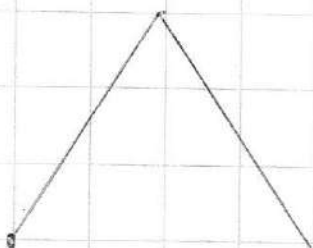
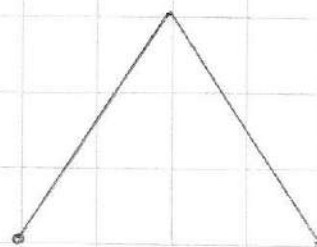
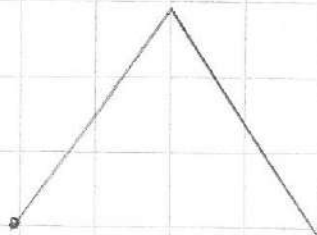
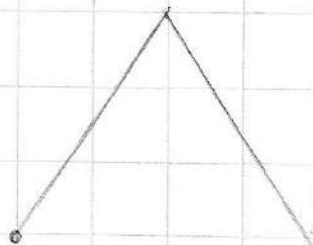


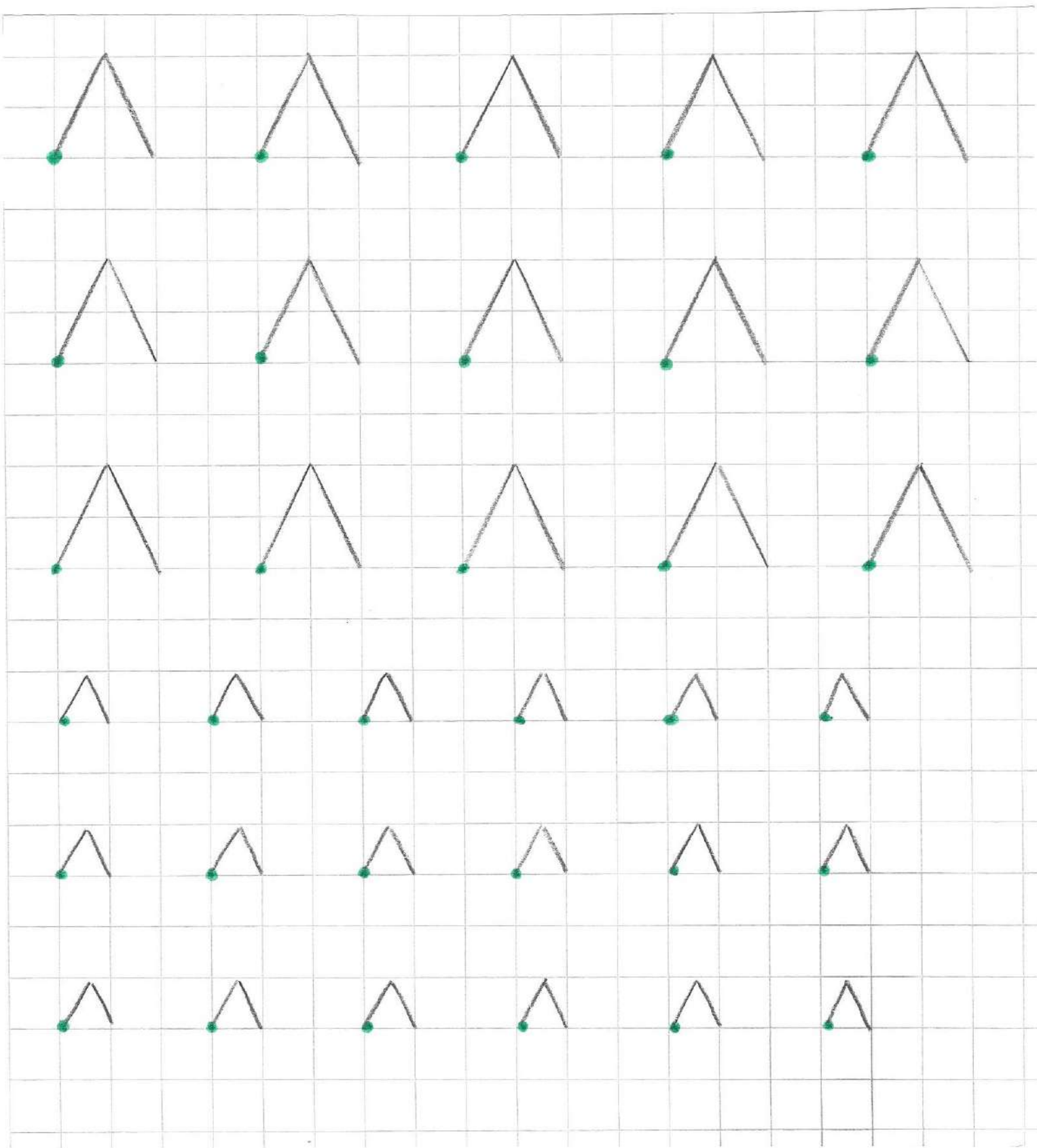


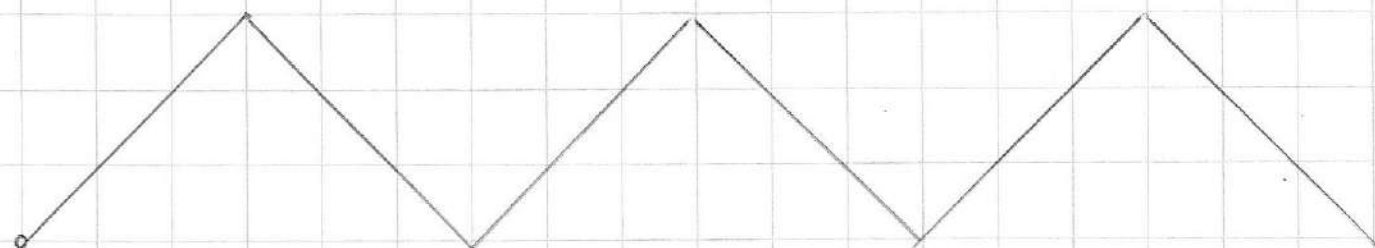
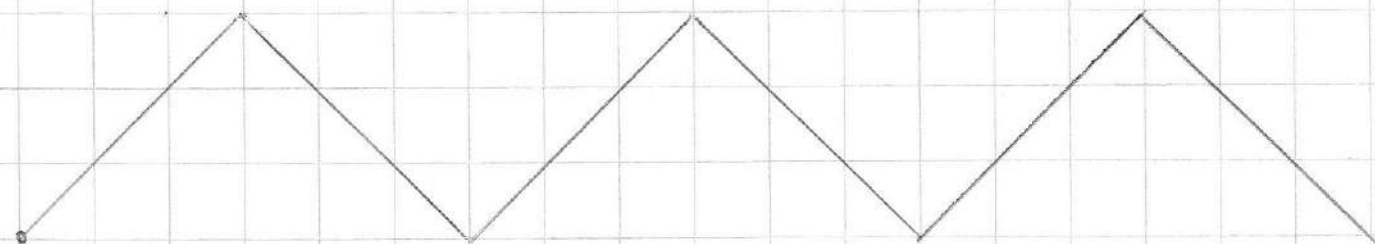
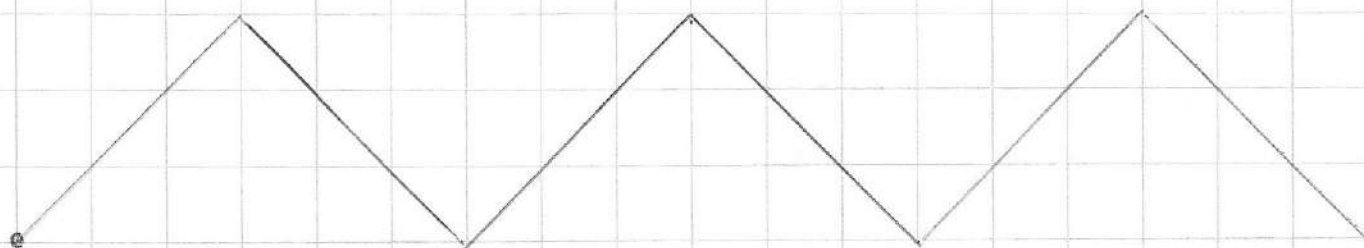
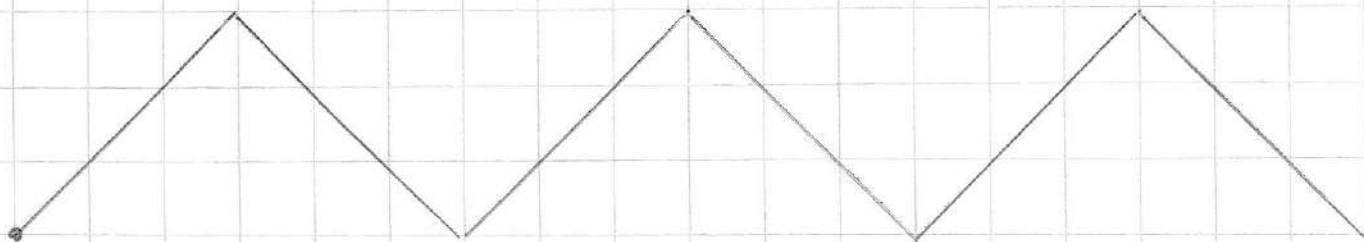


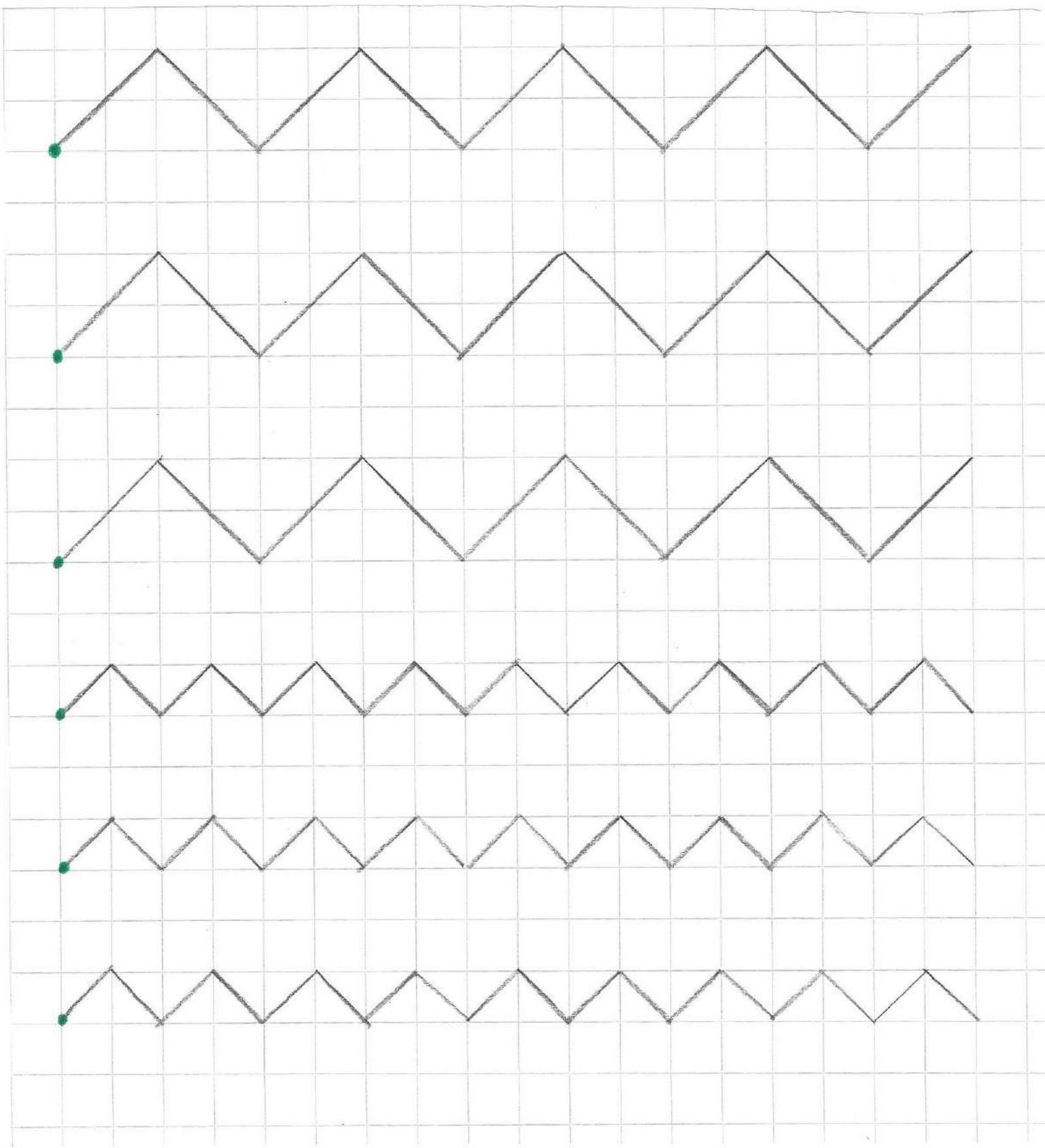




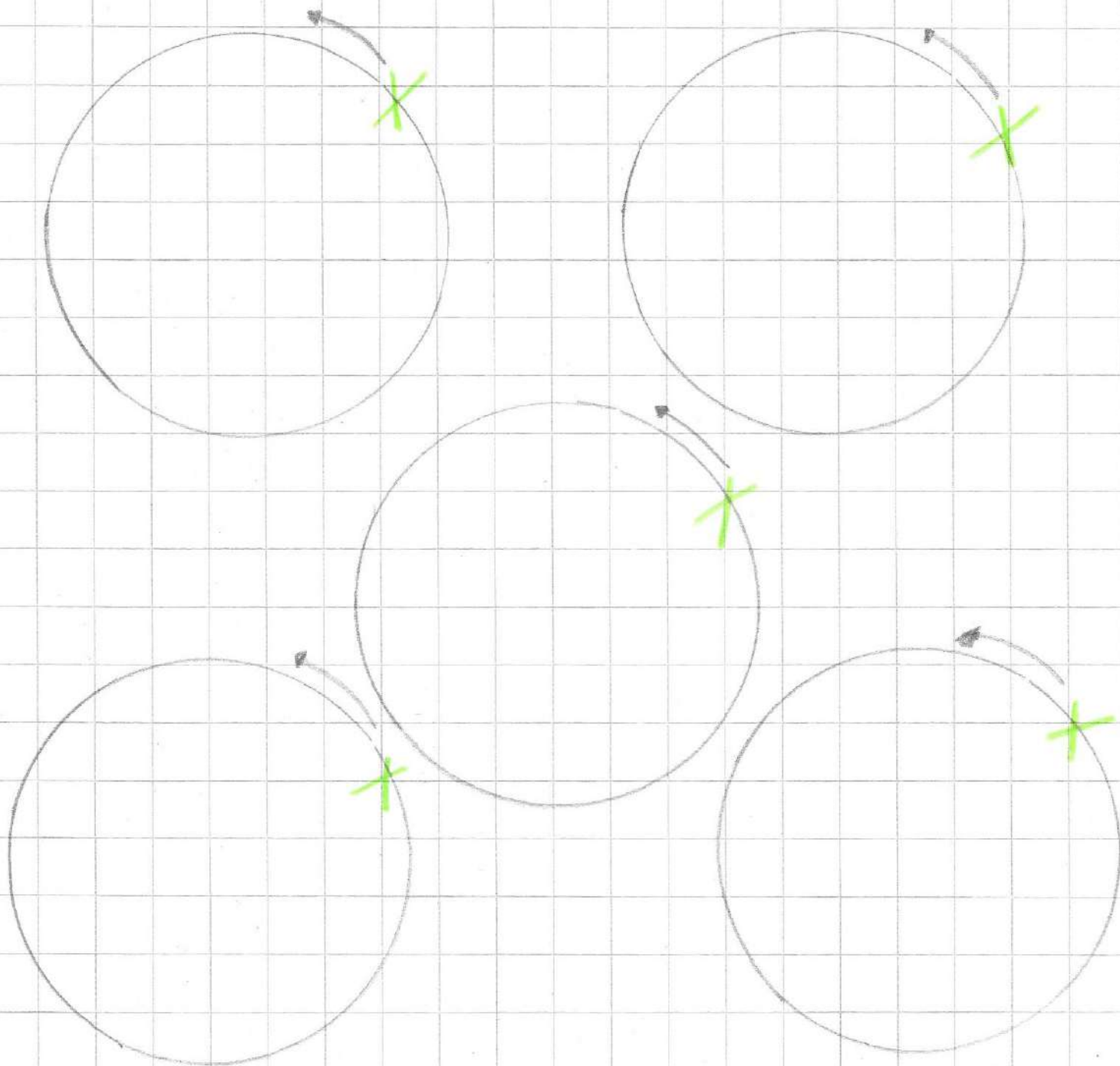


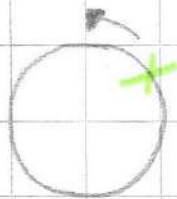
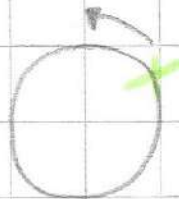
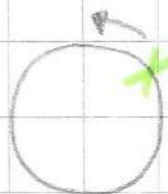
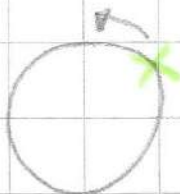
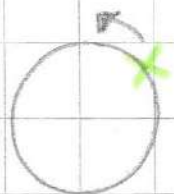
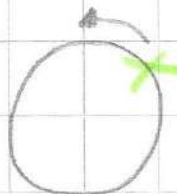
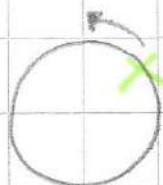
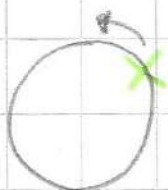
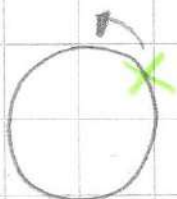
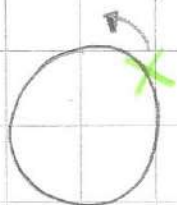
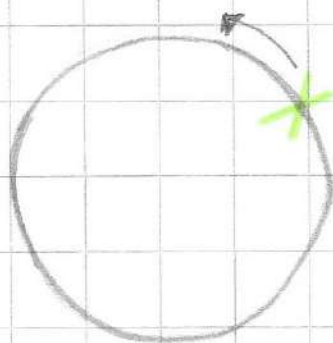
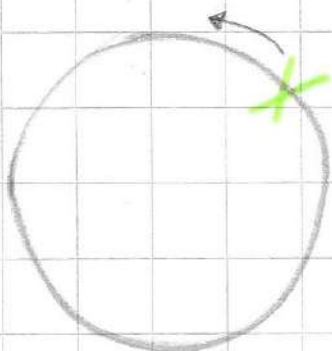
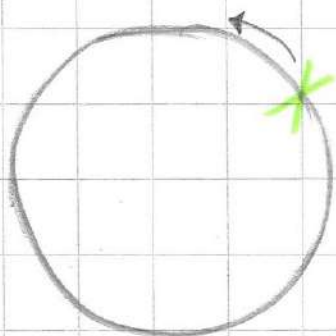
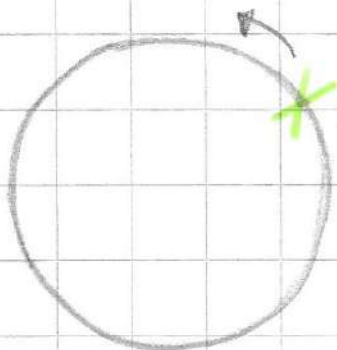
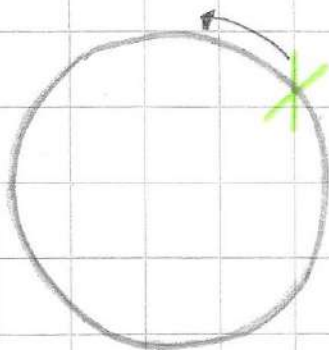
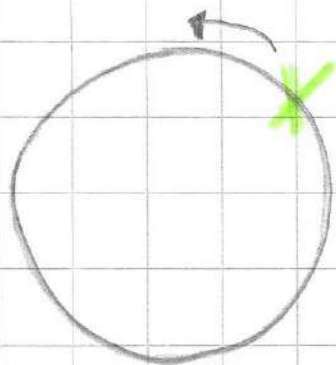




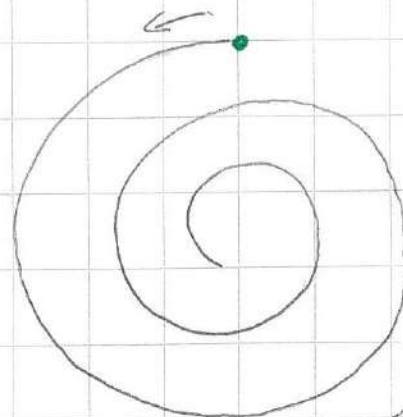
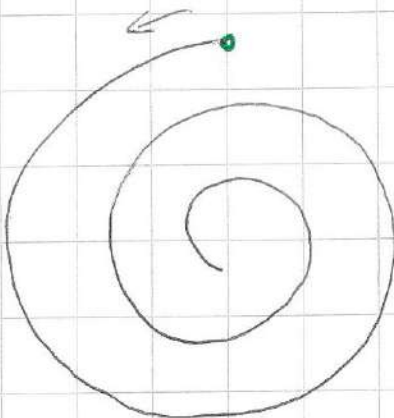
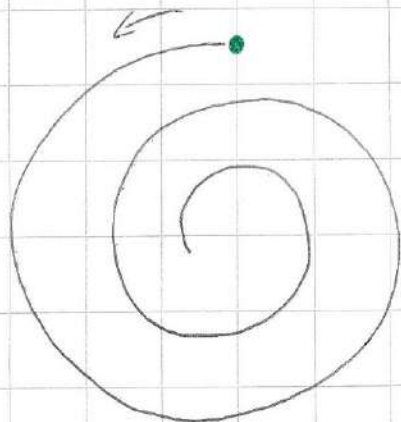
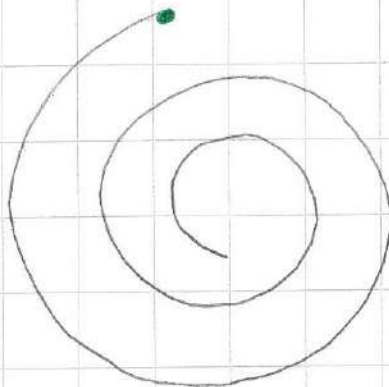
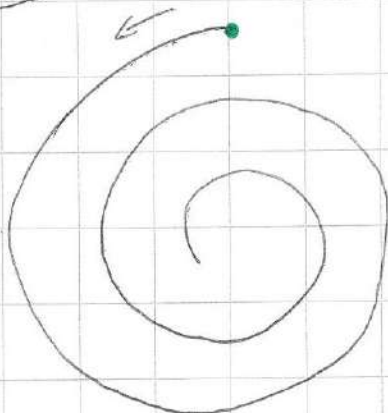
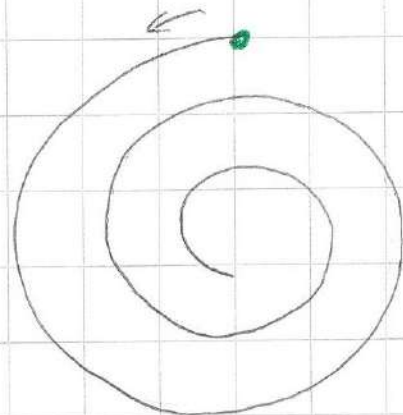
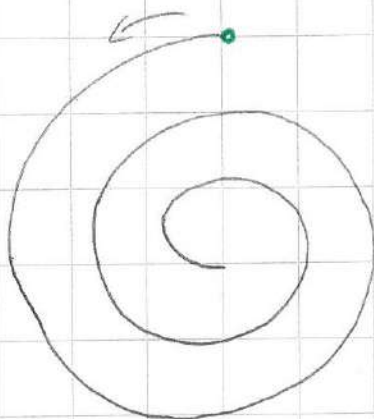
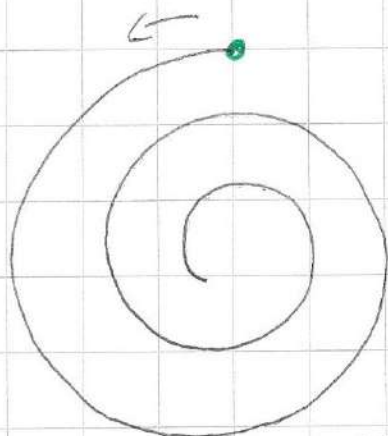


PARTENDO DAL PUNTO O DALLA X VERDE RIPASSARE I CERCHI IN SEN-
SO ANTIORARIO SENZA INTERRUPIRE IL TRATTO E/O RUOTARE IL Q.

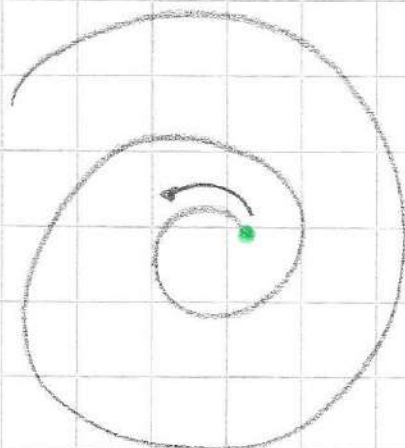
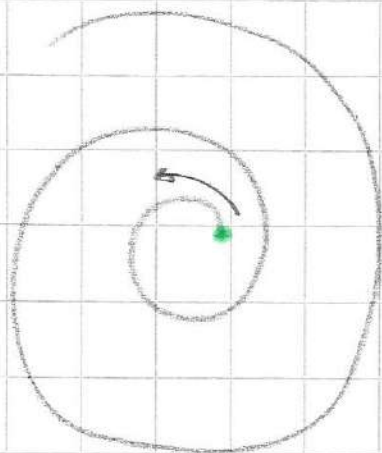
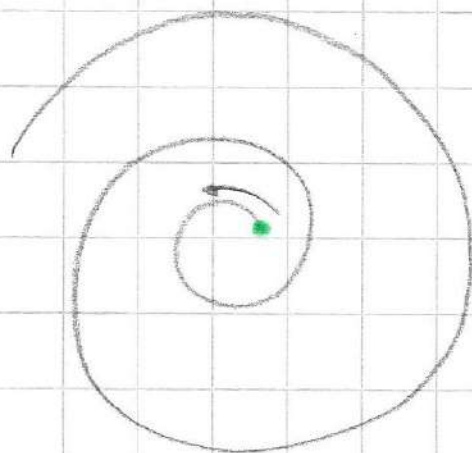
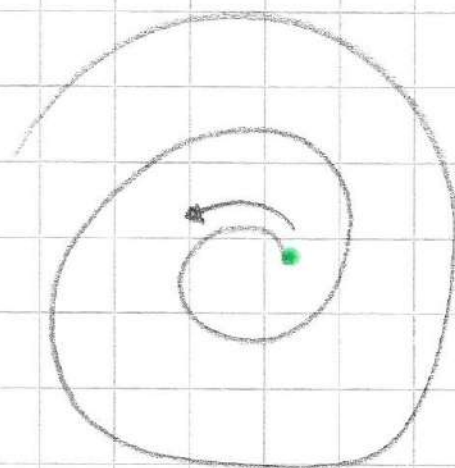
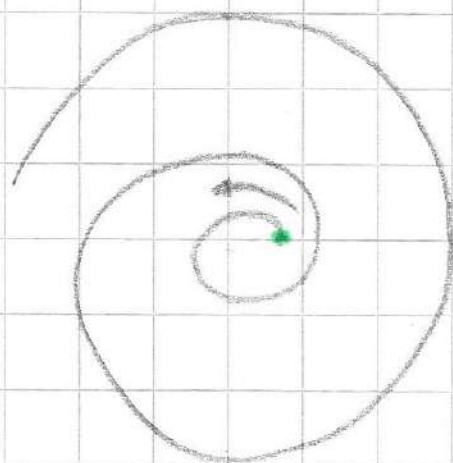




PARTENDO DAL PUNTO VERDE RIPASSARE LE SPIRALI IN SENSO ANTICLOCKWISE SENZA
INTERROMPERE IL TRATTO E/O RUOTARE IL QUADERNO



PARTENDO DAL PUNTO VERDE RIPASSARE LE SPIRALI
IN SENSO ANTICLOCKWISE SENZA INTERRUPERE IL TRATTO
E/O RUOTARE IL QUADERNO



LETTERE

In questa sezione del quaderno vengono proposte all'alunno le lettere che compongono il nome. La giusta direzionalità da proporre è riportata nella pagina seguente.

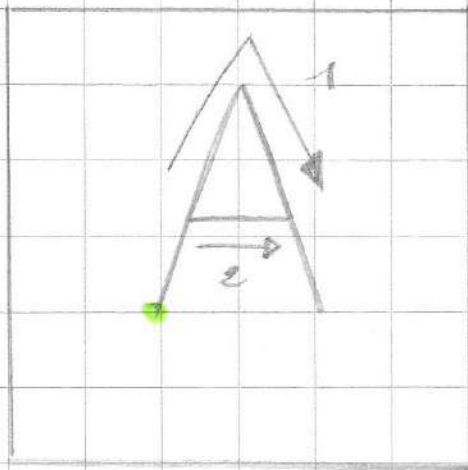
Per ogni lettera seguire la pagina di esempio (lettera "A") e le indicazioni sotto riportate:

- 1- lettera in alto al centro della pagina all'interno di un riquadro di 6 cm x 6 cm;
- 2- la lettera dovrà avere evidenziato il punto di partenza in verde;
- 3- ripassare la lettera di dimensioni di 2 quadretti;
- 4- " " " " " " " " " " " "
- 5- esecuzione grafica della lettera con inizio dato dal docente e intervallato da un puntino



A MANO LIBERA!

ESEMPIO
IMPOSTAZIONE
PAGINA



NUMERI

Per ogni numero (0-9) seguire la pagina di esempio (numero 0) e le indicazioni sotto riportate:

- 1- numero in alto al centro della pagina all'interno di un riquadro di 6 cm x 6 cm;
- 2- il numero dovrà avere evidenziato il punto di partenza in verde;
- 3- ripassare il numero di dimensioni di 2 quadretti;
- 4- " " " " " " " " " " 0;
- 5- esecuzione grafica della lettera con inizio dato dal docente e intervallato da un punto.

La giusta direzionalità da proporre è riportata nella pagina seguente



A MANO LIBERA!

0

1

2

3

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5

6

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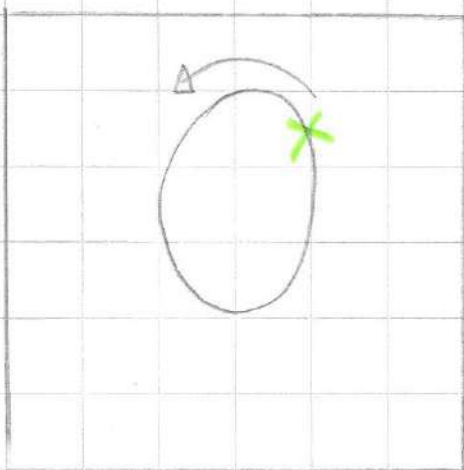
8

9

ESEMPIO

IPPOSTAZIONE

PAGINA



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