

1) 「虫は、練習した通りの進めま、ちゃんとお友達にご会える」  
など説明し、線が折れるか/カーブを読みとって延長の  
線を書かせる。  
2) 「ふたつ行ったら曲がってひとっ行く/など、適宜に言語  
的なサポートを織り込ませる。

a) 連続性の認知: Seeing Trend. 原則の発見と執行。  
b) 数字的秩序の感覚。

Date  
Note

The grid contains a path starting from a bug at (1,1) and ending at a bug at (1,19). The path is composed of thick grey lines forming a series of steps: (1,1) to (1,2), (1,2) to (1,3), (1,3) to (2,3), (2,3) to (2,4), (2,4) to (2,5), (2,5) to (3,5), (3,5) to (3,6), (3,6) to (3,7), (3,7) to (4,7), (4,7) to (4,8), (4,8) to (5,8), (5,8) to (5,9), (5,9) to (6,9), (6,9) to (6,10), (6,10) to (7,10), (7,10) to (7,11), (7,11) to (7,12), (7,12) to (7,13), (7,13) to (7,14), (7,14) to (7,15), (7,15) to (7,16), (7,16) to (7,17), (7,17) to (7,18), (7,18) to (7,19). There are four bugs: one at (1,1), one at (1,19), one at (10,10), and one at (10,19). A character with a question mark above its head is at (10,17), with the text 'ちゃんと おともだちにあえるかな?' next to it.