Obstacle Course Part 2

The Course

YOUNG MATHEMATICIANS

Players 1–4 | Ages 4+ | 10–15 min

GOAL

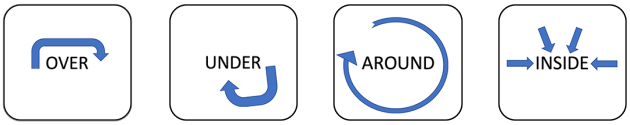
Children use spatial language to move through an obstacle course.

MATERIALS

Any medium-to-large items (e.g., boxes, furniture)

One "mystery item" (e.g., toy, book)

Spatial word cards



VOCABULARY

Over
Under
Around
Inside

QUESTIONS

How did you know where to go?

Can you describe where you walked?

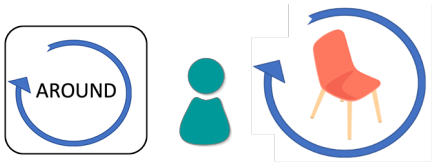
HOW TO PLAY

1. Set up the obstacle course from **Obstacle Course Part 1** with the "mystery item" hidden at the end point.

2. Say, "Now it's time for you to go through the obstacle course! There is a mystery item at the end of the obstacle course for you to find. You get to choose how to move through the obstacle course by choosing a spatial card at each step."

3. Have the child approach the first item in the obstacle course. Hold out the four spatial cards, and ask the child to choose one card. The child navigates the obstacle according to the spatial word.

   "You chose ***around***! Can you show me how you go ***around*** the chair?"



4. Once the child completes the motion on the spatial card, have them go to the next step of the obstacle course. At each remaining step, have the child choose a spatial word card and navigate the step according to the card.

5. At the final step, have the child look for and retrieve the mystery item. Ask,

"Where was the mystery item? Was it ***inside***, ***next to***, or ***between***? Can you describe your path through the obstacle course using spatial words?"

Note: You can help children by asking questions like, "Did you jump ***over*** or ***under*** the pillow?"

6. Once all children have had a turn in the obstacle course, move on to *Obstacle Course Part 3: The Map*!

TIPS FOR PLAYING

- Children can use the spatial word cards more than once or not use them at all. Either way, encourage them to talk about how they are moving through the obstacle course.

WHAT CHILDREN ARE LEARNING

- Hearing, learning, and using spatial language helps children develop the spatial skills they need in elementary school and beyond.
- When children say spatial words *and* act out spatial motions, they are practicing both their mathematics and their language skills.
- Use more challenging spatial descriptions as children are ready. For example, use multiple spatial words in the same sentence: "Can you pick up the sock? It is ***under*** the table that is ***next to*** the window."

MATH TOPICS

Spatial Relations | Measurement

VIDEO

Watch Game Video

View the QR code in your smartphone's camera app or QR code reader to watch a video that shows how to play *Obstacle Course Part 2*.

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