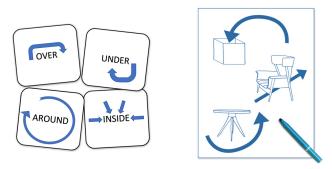
Obstacle Co The Map	urse Part 3	YOUNG MATHEMATICIA
Players 1–6 Ag	ges 4+ 15-20 min	
GOAL		
Draw a map of your ob	stacle course.	
MATERIALS		
Art materials	Spatial word c	ards
/ \ \ **		
VOCABULARY	QUESTIONS	
Map		e on your paper to draw that?
Course Path	Can you describe your m	ap:
HOW TO PLAY	acle course from <i>Obstacle Course Par</i>	t 1 is still
set up.		
still do the mapping	ot able to make a large obstacle cours activity! Just create a mini-obstacle using figurines, blocks, spoons, or o	course
objects.		



3. Children can use the spatial cards to describe their path through the course. Suggest they draw lines or arrows on their paper to show their path.



4. Finally, have children use their maps to walk through the obstacle course. At each step, prompt children to use spatial language to describe the step (e.g., "Now you're at the chair. Where does your map say to go?").

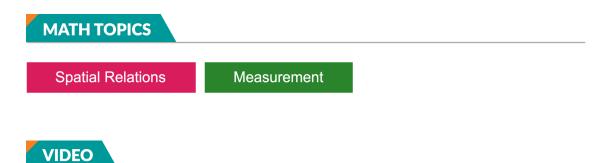
TIPS FOR PLAYING

• Drawing a map takes a lot of practice and experience. Let children gain this experience without helping too much. As children get more experience, you can talk with them about making a plan for their map before they start drawing.

WHAT CHILDREN ARE LEARNING

• Mapmaking is an important skill for preschoolers to practice! Help children learn what maps are by pointing out the maps at bus stops, in stores, and in parks. As you walk around, help children see how the objects and landmarks in front of them correspond to points on a map.

• When children create their own maps, they are representing their 3-D world in a 2-D picture. This helps them build spatial reasoning skills. Encourage them to keep practicing!





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 3*.



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