MAPS
Games about routes

Comune di Modena

Scuola dell'Infanzia Tamburini
Sezione 5 anni

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The reasons of the choice
why speaking about maps.......

The external environment is a place in which the child is absorbed on a daily basis. For this reason the school has to be radicated in a full and concrete manner in the territory.

Some targets

Explore and observe the real world, the natural one and the artificial one.

Recognise and represent the concepts of space and topology

Establish cause/effect relationships

Sort events according to time sequence

Represent graphically the route done

Be able to ask for and accept afterwards the help by companions and teachers

Promote sense of belongings to the group and cooperation

From where we moved

- We observed the children starting to draw freely some maps in the classroom.

- We asked the children to tell the routes done during the summer vacation. The children marked the routes graphically.

- The children brought many maps (road maps and others) related to the places visited.

Francesco's route
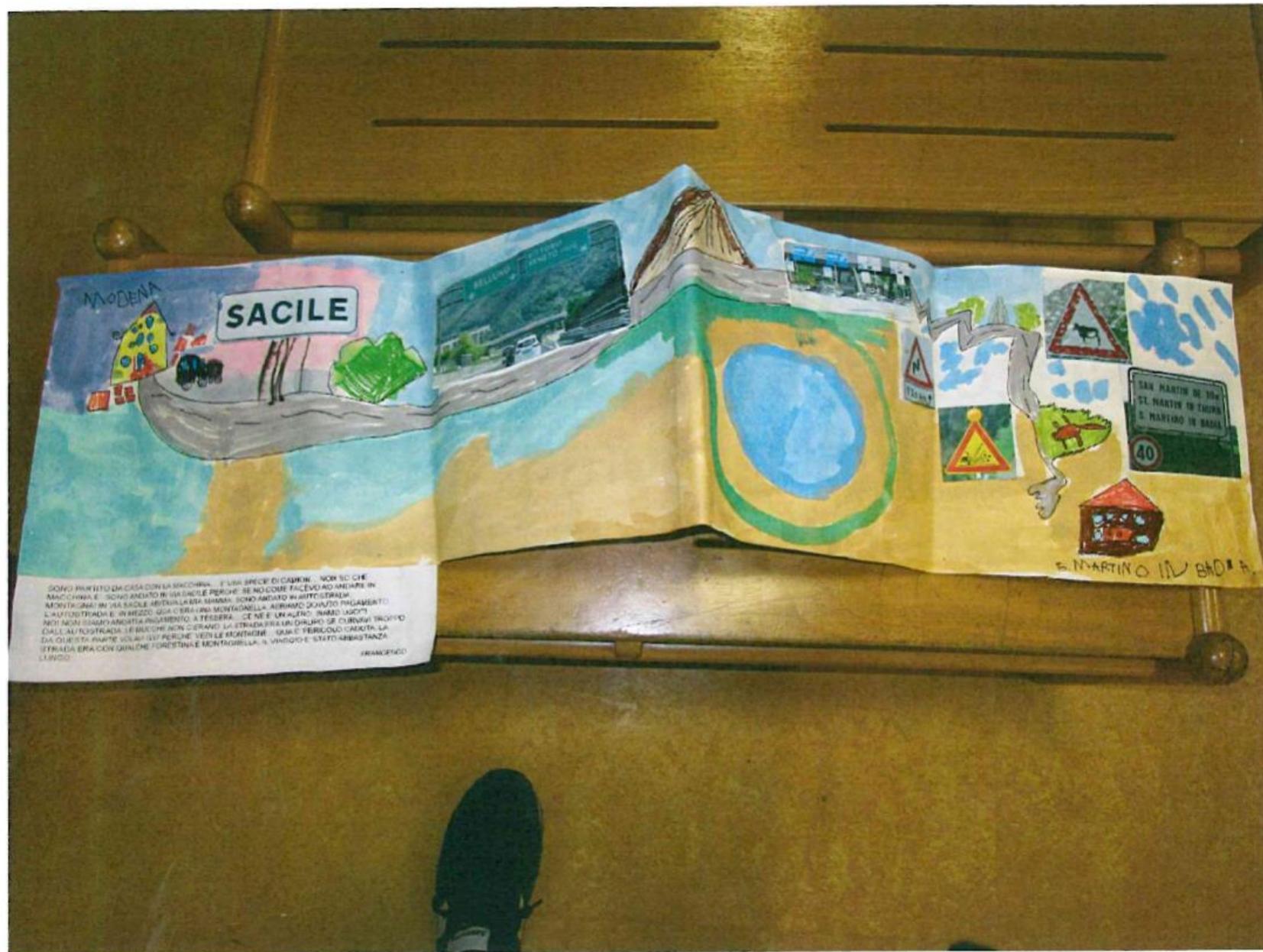
Francesco tells ...

I left home by car ....it is big like a truck..... I don't know which kind of car it is. I went to Via Sacile as otherwise I don't know how to go to the mountains! I took the highway, we did not pay cash, we paid by card when we exited the highway! The road ran along the edge of a cliff, if You steer too much You fly down because You see the mountains .... see this road sign...........many curves. The journey took a long time.

The relaunch ...

What is a map?

What is a map for?

How do you make it?

From one conversation to a big group:

Marco: it is a sheet which helps you find a treasure, that is you hide the treasure in the garden and then a fellow finds it.

Francesco: not only in the garden but anywhere. It is a kind of compass which takes you in the direction where there is the treasure.

Alice: the map is something which helps you find things.

Gabriele: the map is a sheet where you have to go a long way.

Emma: it's a sheet of paper that shows us with the arrows where we have to go.

Giovanni: it's like a map that helps us find something like a treasure

Brenno: it is a sheet of paper, simply there are no drawings, but there is a kind of labyrinth drawn

Martina D: where there is' x you find a hidden treasure

Alice: my brother draws them and invents the maps… we can do it too…

Marco: yesss, first draw one thing ... then hide the treasure for someone else

Francesco: we could make it outside in the garden

Gaia P: or into the lounge area**…**

Giovanni: I draw a road, but the others do not have to see, then hide the treasure and another friend looks for it following my path

From the conversation, we ask each child to observe the garden, to draw the map and to hide the treasure.

Marco explains his map

Here is the table where I am, then here in front of the table I made the game of climbing, then I designed the three swings and then take a little road to the big tree and there is the slide. Here there is another table near the roadside garbage.

I decided to hide the treasure in the bush where there are so many leaves because so it's not easy to find it. The bush next to the slide ... in fact the slide is next to the bush.

Francesco looks for the treasure, following Marco's map
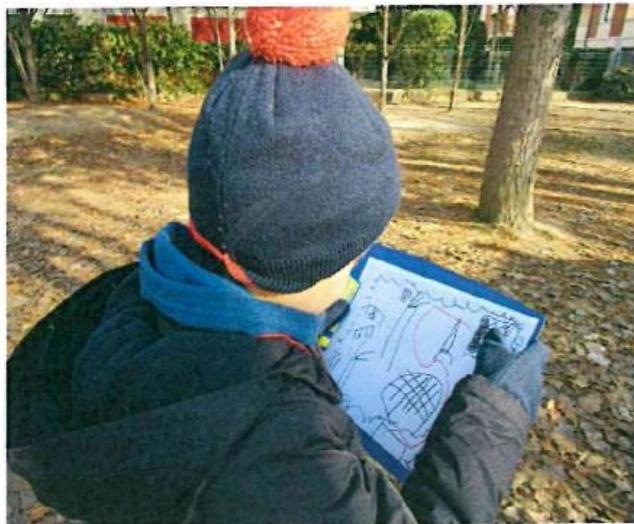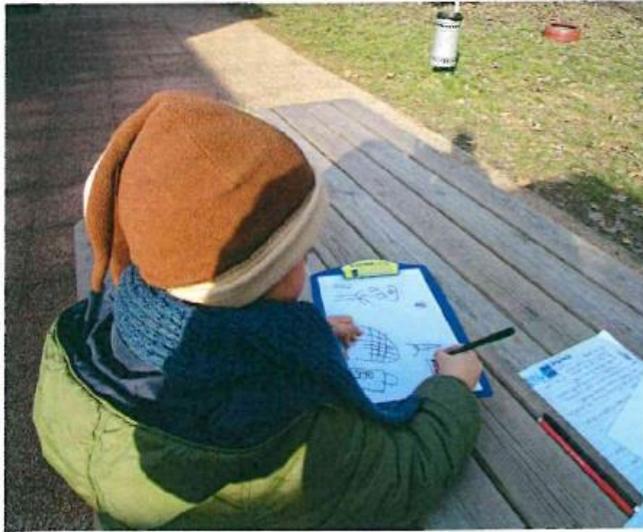
Francesco after the game, evaluates if the map was well done.

The swings are fine, the hedge is missing near the swings, then this tree can be two trees ... then you see here it makes you see that the treasure is in the corner, but the treasure was not right in the corner it was a little more in one side.

REVIVAL

.GAIA P: *THE MAP IS NOT ONLY TO FIND THE TREASURE, THERE IS ALSO THE MAP FOR SOMEONE WHO DOES NOT MANAGE TO GO IN A PLACE AND THEN HELPS WITH A MAP ... FOR EXAMPLE TO GO TO A RESTAURANT*

.GAIA G: *IN A HOTEL OR IN A NEW HOUSE...*

Walk to the chocolate fair, space markers
photographed with the children

SMALL GROUP CONVERSATION

All: We left the school then we have ...

Elia: shot on the side of the wall

Francesco: then we went straight

Edoardo: yes where there is the trash

Elia: then we crossed the road, on the pedestrian crossing

Edoardo: after we saw a bewitched house

Francesco: bewitched, covered with roots!

Martina M: we saw the soccer field and then the school of Gaia G

Edoardo: then the church and after we saw the sign of via Tamburini, we crossed the road then straight to the eyewear store

Martina M: there was a crossroads, then we crossed when the lights were green

Francesco: and then we went this way ... I would say left, but there's a problem because here there is no more space so I close the road and open it after the bar

# Reconstruct the path graphically to store it

COLLABORATION WITH FAMILIES

We ask the parents to draw on a sheet with their children, a map that represents the SCHOOL-HOUSE path, pointing out to the children the space markers along the way.

At school the child will then have to explain the map to friends and then accompany us to his house.

If he succeeds in the enterprise, he will receive the diploma of "Map driver"

The map of Gaia G.
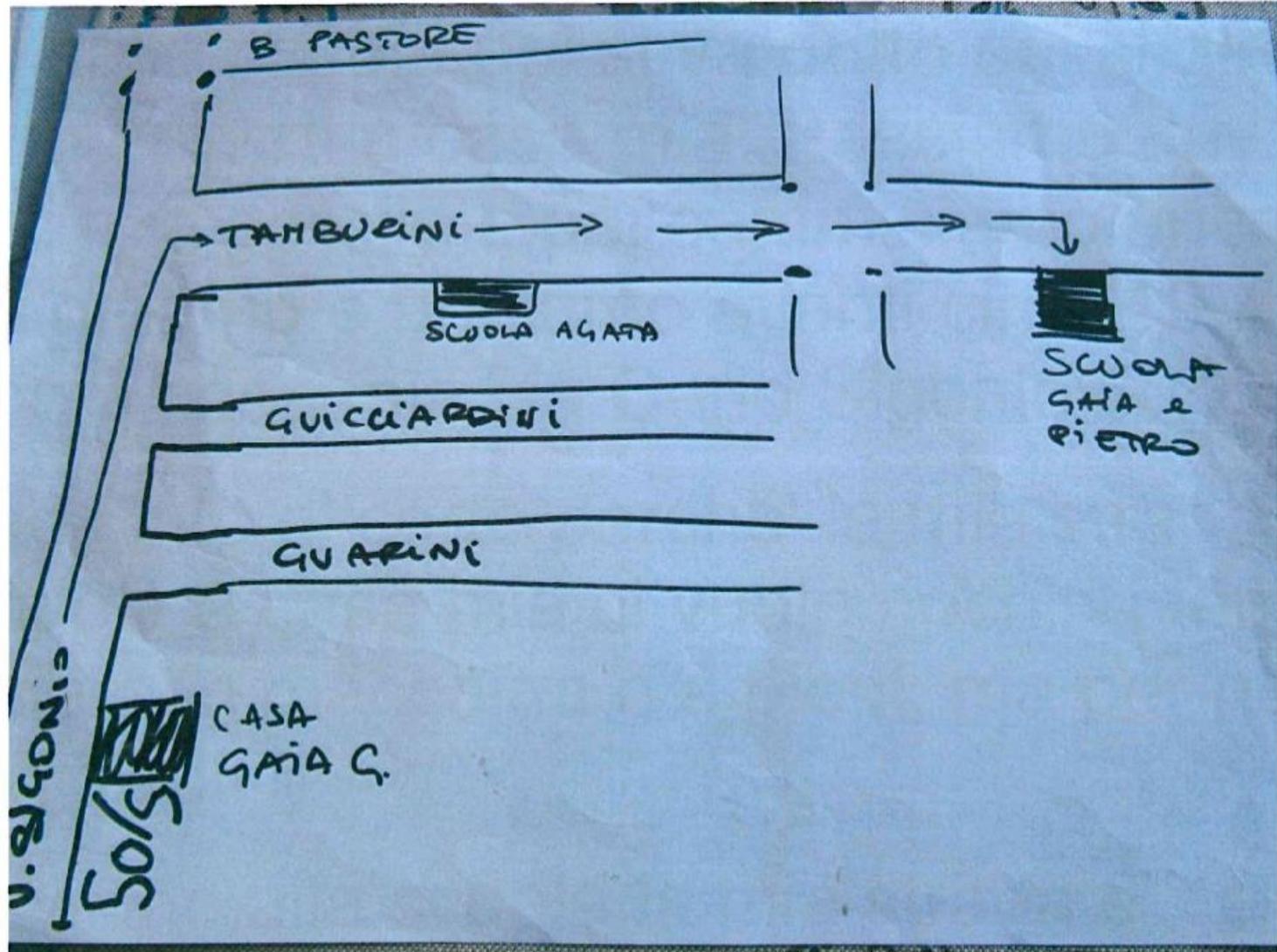
Gaia G. explains her map

It starts from the school then goes straight then we turn around here and then we arrived at my house. We pass in front of my sister's school and then we walk a little further. Then we turn and go on about 19 ... steps, and we arrive at my house via Carlo Sigonio 50/2.

My story is short because my path is short! From school to my house it takes a little time, you can go by car or on foot, but it's better for us to walk!

I live near the school and my street is very short!

Gaia G. looking for her home...

The delivery of the diploma of "Map driver"

Considerations

● Children compared to the beginning, have become more precise and rich in the use of spatial orientation terms.

● All the children participated, showing interest, curiosity and enthusiasm.

● Even children with more difficulties' (language, shyness ...) have committed themselves and have shown more attention and involvement.