



6 INTELLIGENCES FARM



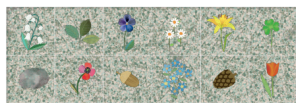
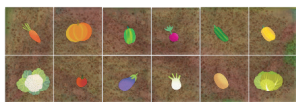
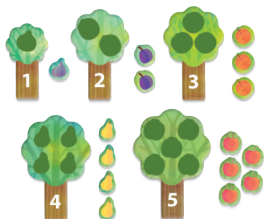
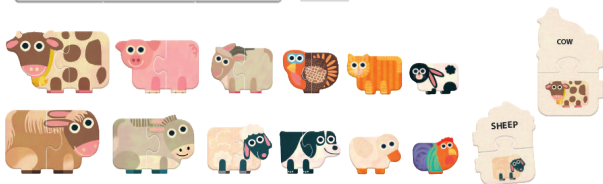
Fun Farmyard Games with Six Different Intelligences

According to American psychologist Howard Gardner, there is not a single form of intelligence, but rather each person has access to multiple ways of thinking from birth – multiple intelligences, which are independent of each other. Children of preschool age (3-6 years) already demonstrate different inclinations: some learn about the world through language, others use visual-spatial criteria, while yet others prefer to establish relationships with others. This also allows the choice of what could be the best and most effective choice for taking on a given educational topic. This collection of games contains and has been designed precisely on the basis of these principles: a unique opportunity to observe and maximise each child's skills and abilities.



Game Contents

The game contains: a farm puzzle with 4 interlocking geometric shapes; 12 animal and word puzzles; 5 number and quantities trees with 15 shaped fruits; 36 double-sided tiles; 1 windmill spinner, 4 human playing pieces.



Play Methods

1. Building the Farm

Arrange the material on a table or other playing surface, and leave the children free to explore it. Then ask them to reconstruct the puzzles on their own, thanks to the self-correcting interlocking joints. Once they have been put together, help them pronounce the names of the elements: farmhouse, trees, animals. By so doing, children learn about things found on the farm and understand that it is a place where people live and perform different activities. For example, farmers work on the farm, cultivating the terrain and raising animals in order to make different foods. Also ask the children to look at the details in the individual interlocking elements and describe the parts they see.



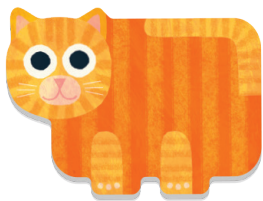
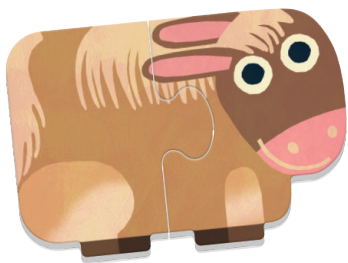
The recesses in the farmhouse have different shapes, so point them out to the children, pronouncing their names (circle, square, rectangle and triangle). Then ask them to place them in the dedicated spaces inside the farmhouse.



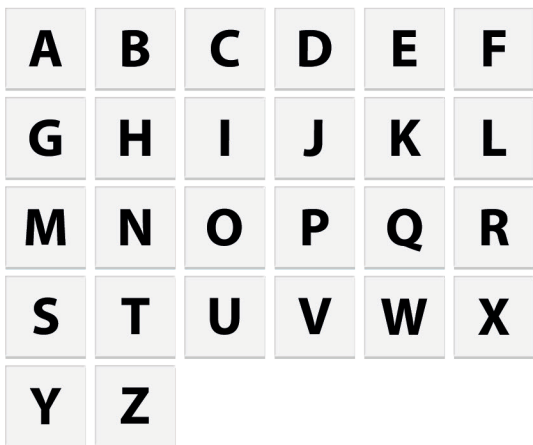
2. Recognising the Animals

This play method uses only the 12 animal puzzles. It is important to give the children the time required to make the right associations; only subsequently should the adult intervene by asking them to recognise the animals, using questions like: "Which is the cat? Where's the cow? And the horse, where is it?". The adult should pronounce the words clearly to allow the children to listen to their exact sounds. When the animal-name association has been made, you can move onto a second game activity, using the back of the puzzles. In this case, the children can make associations between the same animals and their names. Independent play is facilitated by the self-correcting interlocking joints.



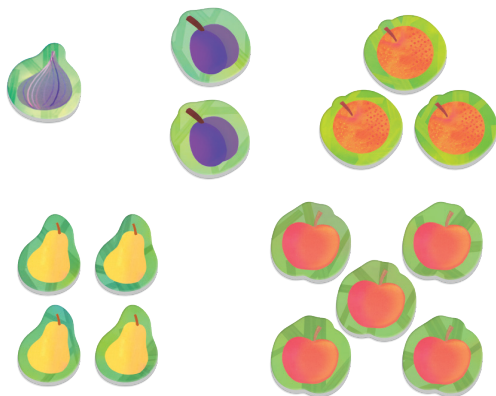


Animals and Words. After familiarising themselves with the animals and their names, the children can begin composing the words using the movable letters.



3. The Number and Quantities Trees

Grouping and Classifying. We can use the fruit shapes to organise some simple grouping and classification games. Ask the children to take all the apples and put them to one side. Do the same thing with the other fruits, forming homogeneous groups. then ask them to compare, for example, the group of three oranges with that made up of five apples. Say the following phrase: "I feel like an apple and an orange, can you give them to me?". Continue by asking: "How many people can we give an apple and an orange to?". Then have them give you an apple and an orange at a time, until only apples are left. Finally, ask: "Is there an orange for every apple?" If the child has been paying attention, they will answer that there is not an orange for every apple, because there are more apples than oranges. We can propose other similar games, helpful for the child to compare other groups as well and introducing the concept of equality between two groups.

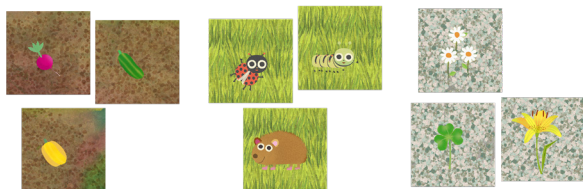


Other classification games can be played using the moveable cards set on the grass, in the vegetable garden and in the gravel. Position all the tiles on the playing surface, then ask the children to observe the subjects on the tiles, asking: "Where are the flowers? Will you give me one?"; or:

“Which are the vegetables? Take one!”. Once the children have recognised the subjects, have them group the items into families/categories. For example, we can ask: “Now take all the flowers!”; or: “How many little animals are there on the grass? Find them all and put them together!”. Or: “Do you see how many vegetables there are? Group them together with the other items from the vegetable garden!”.

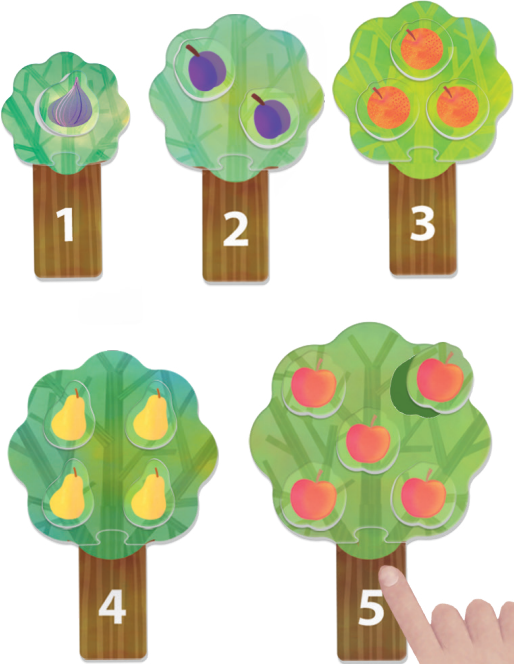


Alternatively, we can form categories on the basis of the different settings – vegetable garden (with brown background); grass (green background) and gravel (grey background).

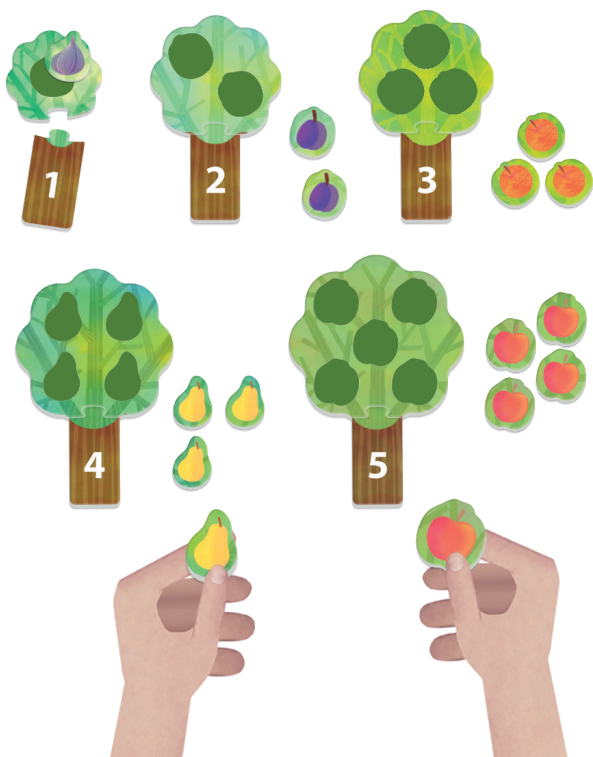


In an advanced phase of the game, it is possible to form groups of items on the basis of additional characteristics, such as colour. For example, you can ask the children to take everything green, i.e. the four-leafed clover, the frog, the green pepper, the lizard, the lettuce and so on.

From Smallest to Biggest. The children can work independently, ordering the trees from the smallest to the biggest. By so doing, they can also begin ordering things for the first time, arranging them from the smallest to the biggest item, and vice versa. We can also stimulate the children with questions such as: "Where is the largest tree? Point to it. How many fruits does it have? What number is this?" and so on.



Learning to Count. This game is inspired by Maria Montessori's "coloured beads". The children have five two-piece fruit tree puzzles, on each of which is a number from 1 to 5. First, help the children to put together the trees, then arrange them in sequence from the number 1 to 5. Then, add the fruit to the corresponding trees, using the relative shaped spaces. In so doing, by placing the fruit on the trees, they will begin to count by relating numbers and quantities.



4. Farm Race Game (2+)

The 36 route tiles are arranged on the playing surface, following the order shown in the example or in the order decided by the players, positioning the farmhouse as the point of arrival. Each tile features illustrations of elements which belong in the farm environment, including: fruit, vegetables, and small animals and insects which live in the fields.



Further Information and Tips

This set of play and teaching devices has been designed with inspiration from studies on multiple intelligences. The materials provided can be used to organise a wide variety of games, through which children can acquire different abilities, stimulating their personal intelligences in the discovery of new environments and the relationships between the characteristic elements. Through the use of the play materials, children will be able to: expand their vocabulary, develop their logical-mathematical skills with first counting and classification exercises, develop naturalistic abilities in discovery of the farm environment, and refine visual-spatial and bodily-kinaesthetic abilities.





Professional Teaching Games

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