BUILD A TRUCK

Learning Center:
Mathematics, The Arts

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
10. Uses appropriate conversational and other communication skills
14. Uses symbols and images to represent something not present
21. Explores and describes spatial relationships and shapes
30. Shows basic understanding of people and how they live
33. Explores the visual arts

Materials Needed:
- Various colors of construction paper
- Scissors
- Glue
- Pictures of trucks

Activity:
Prepare for this activity by cutting shapes from construction paper in a variety of shapes and colors. Then, with your child, look at pictures of various trucks. Have your child make trucks out of the shapes and talk about what each of the truck's job would be. Would it haul something? What might it haul? Would it be used for construction? Talk about the shapes that make up each of the trucks as well.

Evaluation Method:
You can observe your child's fine-motor skills as he or she glues the shapes onto the paper. As you have a conversation with your child, you can hear emerging math skills as he or she talks about the shapes and how they are arranged on the paper to create a truck. You can also hear your child's knowledge of vehicles as he or she talks about the purpose of various trucks and his or her imagination while talking about what the trucks you've made would do.
ADDRESS SONG

Learning Center: The Arts, Social Studies

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
12. Remembers and connects experiences
19. Demonstrates emergent writing skills
29. Demonstrates knowledge about self
32. Demonstrates simple geographic knowledge
34. Explores musical concepts and expression

Materials Needed:
- Lyrics for “Address Song”
- Paper
- Art materials—crayons, markers, etc.

Address Song
(Tune of: “Yankee Doodle”)
My address tells me
Where I live,
The numbers and the street.
I can get there in a car,
Or walking on my feet.

(Add additional verses with your home address. Ex: “8610 Cleveland Street is my own address, as long as I remember it I’ll never feel distress!”)

Activity:
Invite your child to draw a picture of your home. Help him or her write your address underneath the drawing. Talk with your child about what an address is. Sing “Address Song” with your child to help him or her learn and remember your address.

Evaluation Method:
Observe your child exploring musical concepts and expressions as you customize the song to your own address. Your child will also demonstrate knowledge about self as he or she draws your home.
SIGN SEEING

Learning Center:
Social Studies

Gold Objective Standards the Activity Meets:

9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills
13. Uses classification skills
21. Explores and describes spatial relationships and shapes
32. Demonstrates simple geographic knowledge

Materials Needed:

• None

Activity:

As you drive somewhere, talk to your child about the road signs you see. Encourage him or her to identify signs that you pass, including traffic signs and businesses. See what signs your child recognizes and then talk about signs that may be unfamiliar. How does he or she recognize certain signs? By color? Shape? What do the signs mean? Why are they important?

Evaluation Method:

As you have this conversation with your child, you can hear his or her knowledge about your community. You also can hear your child classify certain signs that they recognize and talk about the colors and the shapes that the signs are.
NEIGHBORHOOD SHAPES

Learning Center: Mathematics, Social Studies

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
8. Listens to and understands increasingly complex language
12. Remembers and connects experiences
13. Uses classification skills
21. Explores and describes spatial relationships and shapes
30. Shows basic understanding of people and how they live

Materials Needed:
• Photos of different items and places in a neighborhood that include shapes: stop sign, playground, building structures, road signs, etc.
• Marker
• Printer paper
• Wood or foam shapes (optional)

Activity:
Prior to the activity, find images or take pictures of places and items in the neighborhood that have shapes. Invite your child to look through the pictures and to find and trace the shapes with a marker. If desired, your child can also cover the shapes with a matching foam or wooden shape.

Evaluation Method:
Observe your child demonstrating knowledge about shapes while classifying and tracing different the shapes found in the images. You will also see your child’s growing knowledge of people and how they live as you talk together about where the shapes are and what they represent.
RED LIGHT, GREEN LIGHT

Learning Center:
Physical

Gold Objective Standards the Activity Meets:

2. Establishes and sustains positive relationships
4. Demonstrates traveling skills
6. Demonstrates gross-motor manipulative skills
8. Listens to and understands increasingly complex language
11. Demonstrates positive approaches to learning

Materials Needed:

- None

Activity:

Play “Red Light, Green Light” with your child. Talk about what the red and green mean in traffic signal lights. Why is it important to know what the colors mean? You can have your child move in different ways and take turns being the caller. For some skills, like skipping, you may need to model it for your child if it is not a skill that they have mastered yet.

Evaluation Method:

You can observe your child’s gross-motor and traveling skills as he or she practices running or moving in some other way. You can also see your child’s knowledge of what the colors mean on a stoplight and why they are important to know. As your child can follow the directions of the game and go on green and stop on red, you can observe the ability to listen to the directions and process them. If you take turns calling out the lights, you can see your child’s ability to take turns and play a game cooperatively.
MY COMMUNITY PUZZLE

Learning Center:
Social Studies

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
32. Demonstrates simple geographic knowledge

Materials Needed:
- Map of your immediate area or of another area familiar to your child
- Scissors
- Glue (optional)
- Construction paper or cardstock (optional)

Activity:
Cut the map into 8, 10, or 12 sections (depending on your child’s developmental ability) to create puzzle pieces. Sit with your child and help him or her put the puzzle together. As your child assembles the puzzle, point out features or places your child will recognize. You can also show your child the distance between your home and other familiar places.

Evaluation Method:
As your child assembles the map puzzle, you will see his or her problem-solving skills. As you talk about familiar places and features, your child will demonstrate basic geographic knowledge as well as recall ability.
WRITE A LETTER

Learning Center:
Literacy, Social Studies

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
17. Demonstrates knowledge of print and its uses
19. Demonstrates emergent writing skills
30. Shows basic understanding of people and how they live
32. Demonstrates simple geographic knowledge

Materials Needed:
• Paper
• Pencil
• Envelope
• Stamp

Activity:
Talk to your child about someone who they might like write a letter to (maybe an aunt, uncle, or grandparent.) Have your child write a letter or a card, adding dictations as necessary. Then talk about addressing the envelope and putting a stamp on it. Have your child help read the address to you as you write it on the envelope. Then have your child apply the stamp. Talk about why we must put a stamp on the envelope for it to be delivered. Also, talk about who delivers mail to people and what a postal worker's job is.

Evaluation Method:
You can observe your child's fine-motor skills and emergent writing skills as they write the letter. You can help encourage relationships with special people as you talk about who your child wants to send their letter to. As you have a conversation about the address and stamp, you can hear your child's vocabulary about where the person they wrote to lives and the role a mail carrier plays.
MAP PAINTING

Learning Center:
Social Studies, The Arts

Gold Objective Standards the Activity Meets:

7. Demonstrates fine-motor strength and coordination
8. Listens to and understands increasingly complex language
12. Remembers and connects experiences
14. Uses symbols and images to represent something not present
30. Shows basic understanding of people and how they live
32. Demonstrates simple geographic knowledge
33. Explores visual arts

Materials Needed:

- Large white paper
- Sponges cut into house shapes
- Paint
- Markers

Activity:

Have a discussion with your child about what you might see when looking down your street: houses, a road, cars, etc. Invite them to use the marker to draw a road on their paper. Then, using the sponges and paint, they will make houses alongside their road.

Evaluation Method:

The teachers will see use of fine-motor skills as children manipulate the materials. They will also see children engaged in the activity as children continue to use sponges to make houses.
RESTAURANT MENUS

Learning Center:
Literacy, Social Studies

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
19. Demonstrates emergent writing skills
20. Uses number concepts and operations
29. Demonstrates knowledge about self

Materials Needed:
• Food advertisements
• Scissors
• Construction paper
• Pencil or pen (for child)
• Glue

Activity:
Talk with your child about his or her favorite foods. Look through magazines together and cut out your favorite foods to glue on a piece of paper. After you and your child have collected the foods that you want at your restaurant, ask questions about how much your child might think things cost. Your child may not have any ideas about the costs, so you might show him or her pictures of other restaurant menus. Let your child ultimately pick the costs, even if they are not accurate, and have him or her write the prices on the menu near the glued-on images. You can extend this activity into dramatic play by then using play food or empty food containers to order and serve items from the menu!

Evaluation Method:
You can observe your child’s fine-motor skills as he or she cuts and glues pictures onto the menu. You can also see your child’s emergent writing and math skills as you talk about the prices that the food may be and write it on the menu. As you talk about favorite foods, you will see your child exploring his or her sense of self.
MY NEIGHBORHOOD COLOR SORTING

Learning Center:
Mathematics

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills

Materials Needed:
• Images of neighborhood buildings--printed, cut, and glued to different colored construction or cardstock paper
• Assorted colored felt (colors matching the paper) --cut into squares slightly larger than the images of buildings

Activity:
Prior to the activity, allow your child to assist in creating the neighborhood images and cutting the felt. Then, lay all the materials on a flat surface. Invite your child to match the images on the colored paper to the corresponding felt pieces.

Evaluation Method:
Observe your child exhibiting classification skills as he or she uses fine-motor skills to manipulate the pieces while matching colors.
CAREER GUESSING

Learning Center:
Social Studies

Gold Objective Standards the Activity Meets:
3. Participates cooperatively and constructively in group situations
8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
30. Shows basic understanding of people and how they live

Materials Needed:
• My Community Vocabulary Cards

Activity:
Use the My Community Vocabulary Cards to play a guessing game with your child. Take turns looking at a card and then giving clues about the job. Another option is for one player to ask questions to get information about the job.

Evaluation Method:
You can observe your child’s ability to play the game cooperatively as you take turns describing and asking questions. You can see your child’s ability to listen carefully, as he or she uses the answers or clues to create a guess. As your child takes in the information you give, you can see the ability to use knowledge of jobs to classify the community helpers on the cards.
THE ROOMS IN A HOUSE

Learning Center:
Science and Technology

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
13. Uses classification skills
14. Uses symbols and images to represent something not present
26. Demonstrates knowledge of the physical properties of objects and materials

Materials Needed:
- Magazines or catalogs
- Scissors
- Poster board
- Markers

Activity:
To setup for the activity, assist your child in drawing or tracing shapes to represent the rooms of a house on the poster board—a bathroom, a kitchen, a bedroom, etc. Each room should be a different color or shape to help your child differentiate. Cut several items that would be found in a house from the magazines (bathtub, refrigerator, bed, couch, etc.) Invite your child to choose an image and place it in the correct room. Talk with your child about how the items might be used and why they belong in the room he or she places them in.

Evaluation Method:
Observe your child’s classification skills and fine-motor development as he or she participates in the activity. You will also see emerging knowledge of the physical properties of objects and materials as you talk with your child about the uses for the pictured items.
CARDS FOR EMTS AND FIREFIGHTERS

Learning Center:
Literacy, The Arts

Gold Objective Standards the Activity Meets:

7. Demonstrates fine-motor strength and coordination
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
19. Demonstrates emergent writing skills
30. Shows basic understanding of people and how they live
33. Explores the visual arts

Materials Needed:

• Paper
• Various art supplies

Activity:

Talk to your child about what role firefighters and EMTs play in your community. Talk about what these community helpers do in an emergency and how they help save people's lives. While you are talking, encourage your child to make some thank-you cards to deliver to your local fire station. Allow him or her to use the various art supplies to create the cards however he or she chooses. If you drop the cards off at a fire station, you can also inquire about whether they can give you and your child a tour to show your child more about their jobs.

Evaluation Method:

You can observe your child's fine-motor skills and emergent writing skills as they design their cards and write on them. As you have a conversation about the role that EMTs and firefighters play, you can hear your child's knowledge about how community helpers influence the community and help people.
Gold Objective Standards the Activity Meets:

3. Participates cooperatively and constructively in group situations
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
19. Demonstrates emergent writing skills
24. Uses scientific inquiry skills

Materials Needed:

• Various art supplies
• Various tools (nuts, bolts, wires, gears, etc.)

Activity:

Work with your child to come up with an invention that would help your family or community. Draw a picture of the invention together and then try to recreate it with tools, art supplies, and household objects. Invite your child to share the invention's purpose or how it would be used with friends or other family members. What does it do? How does it get power? How does it help people? If desired, your child can write about it in his or her journal as well.

Evaluation Method:

You can observe your child’s ability to problem solve and use scientific inquiry skills as you come up with an invention together. You can also see the ability to work cooperatively and share ideas and thoughts as you brainstorm the invention together. If your child writes about the invention in his or her journal, you will also notice emergent writing skills.
MAKING BLUEPRINTS

Learning Center:
Mathematics, The Arts

Gold Objective Standards the Activity Meets:
3. Participates cooperatively and constructively in group situations
7. Demonstrates fine-motor strength and coordination
11. Demonstrates positive approaches to learning
14. Uses symbols and images to represent something not present
21. Explores and describes spatial relationships and shapes
33. Explores the visual arts

Materials Needed:
• Paper
• Pencil

Activity:
Take a tour of your home with your child. Talk about the shape of each room and what furniture inside. Create a blueprint together of your living space. Include features like doors, windows, and furniture. Talk about the size and shape of everything as your child draws it on the paper. What is the point of having a blueprint? What does it tell you about a space? Talk about drawing to scale, so that something like the couch does not take up the whole space on the paper if it does not take up all the floor space in the room.

Evaluation Method:
As you go through each room and your child draws them, you can see your child's emerging spatial awareness and knowledge of shapes. You can also see fine-motor skills as he or she draws and holds the pencil. As you work together to decide the size and shape of the rooms, you can see your child's ability to work cooperatively and help make decisions together.
BUILDING PLAY DOUGH LETTERS

Learning Center:
Literacy

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
12. Remembers and connects experiences
15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet

Materials Needed:
• Play dough
• Rainbow Sight Word cards

Activity:
If desired, use homemade play dough, so you can start by making play dough with your child and having him or her help measure and mix the ingredients. Once you have the dough, have your child use the Sight Word cards to spell out the letters with play dough. Have your child roll the dough and then form it into letters. He or she can then string the letters together to make the sight words. Encourage your child to identify what sight word he or she is constructing.

Evaluation Method:
As your child is rolling and manipulating the play dough, you can see fine-motor strength and coordination. These are some of the same muscles that children will be using when they hold a pencil to write, so this is great practice for your child. You can also see his or her phonological awareness and knowledge of the alphabet as they work to identify the letters and the word that they form.
BLUEPRINT BUILDING

Learning Center:
Mathematics, The Arts

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
14. Uses symbols and images to represent something not present
21. Explores and describes spatial relationships and shapes
33. Explores the visual arts

Materials Needed:
• Masking or painter’s tape
• Blocks

Activity:
Work with your child to make a blueprint from tape on the floor. Talk about what you want to build and what shape it might be. Then, use blocks to build the building or shape that you made a blueprint for! As you are building, talk about why people use blueprints to help them build. What might happen if you didn’t have a plan?

Evaluation Method:
You will watch your child’s developing fine-motor strength and coordination as he or she builds with the blocks. You can see spatial awareness as you help tape a shape onto the floor and then as your child fills it with blocks. You can see the ability to imagine that the shape on the floor is a specific building or place as well.
**Evaluation Method:**
Observe your child’s ability to classify the different tools and machines by function as well as his or her understanding of people and how they live. You can see your child’s developing cognitive and language skills as he or she attempts to say the words in Spanish as well.
BUSINESS SIGNS

Learning Center:
Literacy, The Arts

Gold Objective Standards the Activity Meets:

6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
19. Demonstrates emergent writing skills
33. Explores the visual arts

Materials Needed:

- Construction paper
- Writing and coloring utensils

Activity:
Talk with your child about how signs for businesses are created, and about how while signs do not require blueprints, they do still require design. Ask your child what type of business he or she would want to operate, or what kind of business he or she thinks your community needs. Allow your child to use the art materials to design and create a sign for the business!

Evaluation Method:
As your child uses fine-motor strength and coordination to design and draw a business sign, you will see his or her ability to connect experience as well as emergent writing skills. You will also observe your child’s positive approaches to learning throughout this activity.
GINGERBREAD BUILDING

Learning Center:
The Arts

Gold Objective Standards the Activity Meets:
3. Participates cooperatively and constructively in group situations
7. Demonstrates fine-motor strength and coordination
11. Demonstrates positive approaches to learning
14. Uses symbols and images to represent something not present
21. Explores and describes spatial relationships and shapes
33. Explores the visual arts

Materials Needed:
- Gingerbread house kit
OR
- Graham crackers
- Frosting
- Variety of candy

Activity:
Work together with your child to make a gingerbread house. Talk about the construction of the house and how it is like constructing buildings. The building materials (graham crackers) are held together by cement (frosting) and it must harden so it is more secure. Once the structure is made, help your child decorate it with candy.

Evaluation Method:
You can see your child’s fine-motor strength and coordination as he or she spreads the frosting, constructs the building, and decorates with candy. You can also see your child’s ability to work cooperatively to come up with a design and then construct the gingerbread house using each other’s help. As you talk about the shape of the building, you can hear your child’s emergent spatial awareness skills and his or her knowledge of shapes.
BUILD A BIRDFEEDER

Learning Center:
Cognitive

Gold Objective Standards the Activity Meets:
7. Demonstrates fine-motor strength and coordination
9. Uses language to express thoughts and needs
11. Demonstrates positive approaches to learning
25. Demonstrates knowledge of the characteristics of living things

Materials Needed:
• Paper
• Writing utensils
• Cardboard tubes
• Sun butter or nut butter
• Birdseed
• Empty container or tray
• Plastic knives or craft sticks
• Ribbon

Activity:
Invite your child to design (either with notes or drawings) a birdfeeder. Once your child is satisfied with his or her design, assist your child in creating the bird feeder! Let your child take charge; allow him or her to give you instructions for building based on the design he or she has created! If your child needs inspirations, you can create a birdfeeder by spreading sun or nut butter onto a cardboard tube. Roll the tube in the container or tray filled with birdseed. To complete the feeder, choose a piece of ribbon to place through the tube. Whether your child chooses this method or a completely unique design, assist him or her in creating a birdfeeder and then hang in your yard or a park for birds to enjoy!

Evaluation Method:
Your child will demonstrate positive approaches to learning as well as knowledge of the characteristics of living things as they consider how to create a bird feeder that birds will be able to feed from. Your child will also show language skills and fine-motor development as he or she explains how to create the feeder and talks about his or her design.
THREE LITTLE PIGS

Learning Center:
Language, Cognitive

Gold Objective Standards the Activity Meets:
8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

Materials Needed:
• Brown paper
• Black paper cut into medium triangles and rectangles (roof and door)
• Red paper cut into small rectangles (bricks)
• Shredded paper (yellow)
• Craft sticks
• Glue

Activity:
Begin by recalling or reading the story of the Three Little Pigs with your child. Talk with your child about the different types of homes the pigs in the story created. What materials did each pig use to design and create a house? Invite your child to choose from the materials you have provided and design and create his or her own house from the same types of materials as the pigs in the story.

Evaluation Method:
You will see use of fine-motor skills as your child manipulates the materials. Your child will also display creativity, recall ability, and the ability to think symbolically.
Evaluation Method:
Observe scientific inquiry skills as your child makes predictions and tests his or her theories about what bridges building methods will work. You will also see motor development and positive approaches to learning as your child engages in this engineering focused activity.
SPLAT ART
Learning Center: The Arts

Gold Objective Standards the Activity Meets:
1. Regulates own emotions and behaviors
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
33. Explores the visual arts

Materials Needed:
• Liquid water colors or colored water
• Containers for paint
• Extra-large pompoms
• Very long piece of roll paper
• Tape or clothespins

Activity:
In advance, attach the paper to a fence or lay it on the ground. Invite your child to dip the pompoms into the paint and throw or drop them on the paper! Encourage your child to experiment with different ways of transferring the paint to the paper.

Evaluation Method:
Observe your child engaging fine- and gross-motor skills while throwing and dropping the pompoms. This activity will also allow your child to freely explore the art process, as well as make observations about color mixing.
ROAD CONSTRUCTION

Learning Center:
Science and Technology

Gold Objective Standards the Activity Meets:

6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
8. Listens to and understands increasingly complex language
10. Uses appropriate conversational and other communication skills
26. Demonstrates knowledge of the physical properties of objects and materials
28. Uses tools and other technology to perform tasks

Materials Needed:

- Paper
- Writing utensils (for child)
- Painter’s or masking tape
- Toy vehicles

Activity:

Today, talk with your child about how roads are designed and created. How is making a road different than building a home? Does building a road require planning? Does it require blueprints? Talk with him or her about what roads do—provide a way for people or vehicles to get from one place to another, sometimes around structures or landmarks. Provide the materials and invite your child to design a road. What places does the road connect? Does the road have to navigate around any other structures? Once your child has finished his or her design, encourage him or her to use the tape to make the road on the floor or a poster board. Is the road successful? Allow your child to test with the vehicles!

Evaluation Method:

Observe scientific inquiry skills as your child makes decisions about the design of his or her road. You will also see motor development and positive approaches to learning as your child engages in this engineering-based activity.
BREAD PAINTING

Learning Center:
Science and Technology, The Arts

Gold Objective Standards the Activity Meets:

7. Demonstrates fine-motor strength and coordination
10. Uses appropriate conversational and other communication skills
11. Demonstrates positive approaches to learning
24. Uses scientific inquiry skills
26. Demonstrates knowledge of the physical properties of objects and materials
33. Explores the visual arts

Materials Needed:

- White bread
- Unused paint brushes
- Small cups
- Plastic bowls
- Edible paint ingredients:
  - Sugar
  - Gel food coloring

Activity:

Allow your child to assist in preparing the edible paint. Add a tablespoon of sugar, a squirt of food coloring and a tablespoon of hot water into a bowl and stir. The hotter the water, the faster the sugar will dissolve. Be sure to supervise use of hot water closely to prevent injury. The results should be a syrupy, colorful, and sweet edible paint. If the sugar hasn’t completely dissolved, simply add a few more drops of hot water and stir again. If paint is too watery, add more sugar until you have reached the desired consistency. Place the different colors of edible paint in small cups for your child to use. Invite him or her to freely paint on the bread using the edible paint. The bread can be eaten immediately or toasted. As your child paints, talk with him or her about how painting on bread is different than painting on paper. Is it easier, or more difficult?

Evaluation Method:

You will see your child engaging scientific knowledge as he or she compares painting on bread with other types of painting during this activity. You will also see fine-motor skills engaged while your child explores the art process.
BUILDINGS AROUND THE WORLD

Learning Center:
Language, Social Studies

Gold Objective Standards the Activity Meets:
10. Uses appropriate conversational and other communication skills
11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
30. Shows basic understanding of people and how they live
32. Demonstrates simple geographic knowledge

Materials Needed:
- Photos of or book about architecture around the world
- Paper (optional)
- Art materials—crayons, markers, colored pencils, etc. (optional)

Activity:
Look at the photos or read the book with your child. Encourage your child to notice the difference and similarities the structures show. Talk with him or her about how the structures were created. How does your child think the Eiffel Tower was built? Can he or she design a pyramid of a different shape? If desired, allow your child to use the art materials to redesign some of the structures he or she learns about through the photos or book.

Evaluation Method:
Your child will show positive approaches to learning as he or she explores building types from around the world. You will also see your child’s basic understanding of people and how they live, as well as simple geographic knowledge.