

# My XL World

Unit Plan



**45028**

LEGOeducation.com



**education™**

**Introduction** ..... 3

**Learning grid** ..... 5

**Lessons:**

**1. Build My Community** ..... 7

**2. Healthcare worker** ..... 10

**3. Traveling Around** ..... 13

**4. Outdoor Activities** ..... 16

**5. A Helping Hand** ..... 19

**6. A Unique Local Landmark** ..... 22

**7. A Mini Market** ..... 24

**8. Trash Recycling** ..... 27

**Appendix** ..... 29

**Learning Solutions** ..... 44

# My XL World is a fun and engaging playful learning material for preschoolers

Through My XL World unit, children will explore Rainbow Town, along with their new friends, Uma, Victor, Wei, Xavier, Yasmin, and Zoe. They will learn about roles and responsibilities in the community, and how to take care of the people around them.

Children also acquire new vocabulary and a deeper understanding of contextual language through the unit that illustrates people, places, and things in real life. Some activities involve less familiar scenarios to provide children the opportunity to explore the world beyond their immediate surroundings.

## My XL World includes 480 bricks and the following support materials:

### 1. A “Getting Started” card

Use these five quick activity steps to allow children to get familiar with the set



### 2. 10 double-sided Inspiration Cards

These two-sided cards show a variety of inspiration models and the models on the two sides can be all built at the same time.



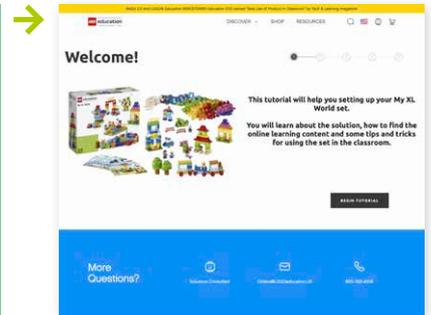
### 3. A unit plan (online materials: [www.legoeducation.com/lessons](http://www.legoeducation.com/lessons))

My XL World unit plan includes seven lessons and an open project. Each lesson is structured according to a natural learning flow which promotes successful learning outcomes.

The **Extension** is for differentiation learning. It links to the kindergarten Common Core standards.



Make sure that you've visited <https://education.lego.com/en-us/start/my-xl-world> and watched the My XL World onboarding videos before you explore My XL World with your children.



## Learning Promise

In this unit, children will explore their local communities, developing their cognitive learning in social studies through discussions, building activities, role-playing, and idea sharing.

After completing this unit, they'll know why communities are made up of different parts. They'll understand citizens' roles and responsibilities, learn how to take care of the people around them, and gain a basic understanding of economic concepts. Along the way, they'll develop and apply STEAM skills, like engineering, creativity, and math, all while learning ways in which they can contribute to their communities.

## NAEYC and HEAD Start Standards & 21<sup>st</sup> Century Skills

	Build My Community	Healthcare Workers	Travel Around	Outdoor Activities	I Am A Helper	Unique Local Landmark	A Mini Market	Trash recycling
Learning about the community in which they live.	●	◐	◐	◐	◐	◐	◐	◐
Discussing, asking questions, and expressing fears about visiting the doctor, clinic, hospital, or dentist; getting shots; and taking medicine.		●						
Experiencing and understand the importance of public transportation as community cultural resources			●					
Being a part of the classroom community and feeling accepted and gains a sense of belonging				◐	●			
Exploring social roles in the family and workplace through play.	◐	●	◐	◐	◐	◐	●	◐
Engaging in discussions about fairness, friendship, responsibility, authority and differences				●	◐			◐
Understanding about physical characteristics of their local environment as a foundation for learning geography.			◐	●		◐		
Learning how people affect their environment in positive and negative ways								●
Contributing to the well-being of their classroom and the community, including care for the social and physical environments in which they live.		◐			◐			
Building a foundation for understanding economic concepts			◐				●	
Linking learning about hometown, state/province, country, as a foundation for learning geography, history, and social studies.			◐			●		
Adding own ideas to creative projects and providing own ideas during play	●	◐	●	●	●	●	◐	●
Using creativity to solve a simple problem and showing ability to make choices			◐	◐	◐		◐	●
Expressing ideas verbally and describing familiar people, places, things, and events	●	●	◐	◐			◐	
Playing with other children in small and large groups and following classroom procedures, game rules, and makes transitions			◐	●			●	
Takes turns as part of a game	●	●	●	●	●	●	●	●

● Fully covered      ◐ Partially covered

## Extension Learning Common Core Standards – Kindergarten

		Build My Community	Healthcare Workers	Travel Around	Outdoor Activities	I Am A Helper	Unique Local Landmark	A Mini Market	Trash recycling
MATH	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.							●	
	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	●							
	Describe measurable attributes of objects. Describe several measurable attributes of a single object.	●							
	Understand the relationship between numbers and quantities; connect counting to cardinality.	●	●						
	Fluently add and subtract within 5.							●	
	Make sense of problems and persevere in solving them.							●	
LANGUAGE ART	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●		●				
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		●		●	●			
	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	●							
	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	●		●				●	
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic.			●			●		

● Fully covered      ◐ Partially covered

# Build My Community

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children *the Rainbow Town poster*, and read this short story aloud:

*Welcome to Rainbow Town. Rainbow Town is a fun and happy place to play and learn. Everything is colorful in Rainbow Town.*

*Yasmin, Xavier, Wei, and Zoe are four friends who live in Rainbow Town. They like to play together. They're also friends with two grown-ups. One is named Victor, and the other is called Uma. They all love to play and learn in Rainbow Town. And they're excited to play and learn with you!*

*Meet the friends!*

*Victor is a firefighter. He works at the fire station. Victor makes sure that everybody is safe.*

*Uma is a dentist. She makes sure that everyone in Rainbow Town has healthy teeth.*

*This is Zoe. Dragons are her favorite animal. She loves popcorn. Zoe's favorite color is red. She wants to be a circus performer when she grows up.*

*This is Xavier. Bears are his favorite animal, and he carries his own bear everywhere he goes. He likes ice cream. His favorite color is green (just like his hat). He wants to drive a train when he grows up.*

*Continues...*

## Key objectives:

### Children will:

- Understand the importance of different parts of a community

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Building, city, community, favorite, house, town



*This is Wei! Horses are his favorite animal. He really likes pizza. His favorite color is blue. He wants to be a farmer and take care of farm animals when he grows up.*

*This is Yasmin. Birds are her favorite animal. She likes to eat pancakes. Her favorite color is pink. She wants to open her own bakery in Rainbow Town when she grows up.*

Facilitate a quick discussion about the children's community. Ask questions, like:

- Do you live in a house or an apartment?
- Can you describe what it looks like?
- Where do you usually go to play in your local town?



## 2. Explore (10 Minutes)

Tell the children that they're going to build Rainbow Town!

Have them work in pairs, with each pair building one or two buildings.

They can use their imaginations to create a new model or use the inspiration cards for guidance.

Once everyone has finished building, arrange the models to create Rainbow Town.

## 3. Explain (5 Minutes)

Gather the children together and ask them to invite the LEGO® DUPLO® figures to visit Rainbow Town.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- What did you build? Why did you choose to build that?
- What's your building used for?
- Can you describe some places or things a town should have?



## 4. Elaborate (20 Minutes, Optional)

Talk with the children the things that are missing from Rainbow Town (e.g., trees, bridges, or other buildings).

Encourage the children to build a favorite place for each of the friends.

Ask guiding questions, like these, to support the children's building:

- Where's Wei's favorite place to play?
- Where's Zoe's favorite place to eat?
- Where does Victor work?



## 5. Evaluate (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Becoming more familiar with the community in which they live
- Adding their own ideas to creative projects and coming up with their own ideas during play
- Expressing ideas verbally and describing familiar people, places, things, and events

## Differentiation

### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

### Increase the difficulty by:

- Encouraging the children to create a town that's similar to where they live

## Language arts extension

(This will extend beyond the 20-minute lesson.)

**Option 1:** Have the children make street signs for Rainbow Town.

**Option 2:** Ask the children to try using directional words to explain how to get from one place to another in Rainbow Town.

### Educational standards:

CCSS.ELA-LITERACY.SL.K.5

CCSS.ELA-LITERACY.L.K.1.E

## Math extension

(This will extend beyond the 20-minute lesson.)

**Option 1:** Have the children use LEGO® DUPLO® bricks to measure the height of each building and see which one is the tallest, and which is the shortest.

**Option 2:** Ask the children to place the six friends at their favorite places in Rainbow Town. Have them use LEGO® DUPLO® bricks to measure the distance between the figures.

**Option 3:** Facilitate a discussion about which of Rainbow Town's buildings are close to each other and which ones are far away from each other.

### Educational standards:

CCSS.MATH.CONTENT.K.G.A.1

CCSS.MATH.CONTENT.K.MD.A.1



# Healthcare worker

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children the inspiration card of the dentist's office, and read this short story aloud.

*This is Uma's dental office. Uma is going to look at Xavier's teeth to make sure they're healthy and strong. Victor is waiting for his check-up. Yasmin is with him. Victor might be a little nervous. He has a tooth that hurts. Yasmin is telling him a funny story, so Victor feels less scared.*

Facilitate a quick discussion about dentists. Ask questions, like:

- Why do we need to go to the dentist?
- What do you usually see in a dentist's office?

## 2. Explore (10 Minutes)

Tell the children that they're going to build a dentist's office.

Have them work in pairs to build models for the dentist's office. It should include chairs for the patients and the dentist, a play area with books and toys for children, and a waiting area with a bench or chairs and magazines.

They can use their imaginations to create new models or use the inspiration cards for guidance.

Once everyone has finished building, arrange the models to form a big dentist's office.

## Key objectives:

### Children will:

- Be able to describe what healthcare workers do
- Know how to take good care of their teeth and mouth

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Nurse, dentist, clinic, toothache, check-up, hygiene, germs



### 3. Explain (5 Minutes)

Gather the children together and ask them to add the LEGO® DUPLO® figures to the dentist's office.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- What do dentists do?
- Why do people sometimes have toothaches?
- How can we make sure that we have healthy teeth?
- Can anyone demonstrate the proper way to brush your teeth?

### 4. Elaborate ( 20 Minutes, Optional )

Talk with the children about different tools (e.g., toothbrush, toothpaste, otoscope, needles) that dentists or doctors use to help their patients or suggest their patients to help themselves stay healthy.

Encourage each child to build one of these tools. Have them role-play that they're dentists or doctors who are going to use the tools to examine or help the LEGO® DUPLO® figures.

### 5. Evaluate (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Discussing, asking questions, and expressing fears about visiting the doctor, clinic, hospital, or dentist; or getting shots or taking medicine
- Adding their own ideas to creative projects and coming up with their own ideas during play
- Expressing ideas verbally and describing familiar people, places, things, and events

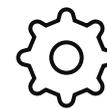
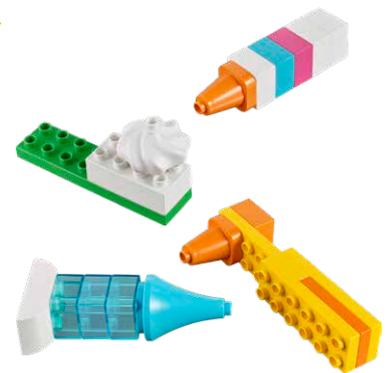
### Differentiation

#### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

#### Increase the difficulty by:

- Encouraging the children to create more child-friendly tools for dentists or doctors



### Language arts extension

(This will extend beyond the 20-minute lesson.)

Show the inspiration card of the hospital, and encourage the children to design a children's hospital and draw it on a piece of paper.

Ask guiding questions, like these, to help them as they build:

- What do you think the hospital should look like?
- What should be inside the hospital?
- How should the doctors and nurses dress?

Have the children use LEGO® DUPLO® bricks to build the hospital they've drawn.

#### EDUCATIONAL STANDARDS:

CCSS.ELA-Literacy.SL.K.4

CCSS.ELA-Literacy.SL.K.5

### Math extension

(This will extend beyond the 20-minute lesson.)

Ask the children to draw a mouth that includes all of their teeth. Tell them to count how many teeth they have in their mouth, and how many teeth they've lost.

#### EDUCATIONAL STANDARDS:

CCSS.MATH.CONTENT.K.CC.B.4



# Traveling Around

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children the inspiration card of the bus stop, and read this short story aloud.

*This is a bus stop in Rainbow Town. Victor is buying a bus ticket at the ticket machine. He's going to work. Today, Uma is going to take Xavier, Wei, Yasmin, and Zoe to the amusement park. They'll meet at the bus stop and take the bus. Xavier has arrived early with his bear, and Yasmin and Wei are on their way. Oh, no! Zoe lost her bus ticket!*

Facilitate a quick discussion about vehicles. Ask questions, like:

- How do you get to school? Do you take a bus, car, bike, or subway?
- Can you think of other types of vehicles?
- Have you ridden on any of them? Where did you go?

## Key objectives:

### Children will:

- Understand how different types of vehicles are used

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Train station, bus station, airport, rocket, travel, distance, ticket, transportation



## 2. Explore (10 Minutes)

Tell the children that they're going to build a vehicle for their LEGO® DUPLO® friends.

Have them work in pairs to think about where their LEGO® DUPLO® figure would like to go, and then ask them to create a vehicle.

They can use their imaginations to create a new model or use the inspiration cards for guidance.

Once everyone has finished building, arrange the models in one place so the children can see what others have made.

## 3. Explain (5 Minutes)

Gather the children together and ask them to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- Where's your LEGO® DUPLO® friend going?
- Which vehicle are they going to take?
- How many people can your vehicle fit?
- Which vehicles travel on the ground? In the air? On water?



## 4. Elaborate (20 Minutes, Optional)

Encourage the children to take turns in their pairs role-playing as drivers and passengers with the LEGO® DUPLO® figures. Suggest that they also role-play buying a ticket and boarding a train or bus.

Ask guiding questions, like these:

- Where does the driver sit?
- Where can passengers buy tickets



## 5. Evaluate (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Experiencing and understanding the importance of public transportation in a community
- Adding their own ideas to creative projects and providing their own ideas during play

## Differentiation

### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

### Increase the difficulty by:

- Encouraging the children to design vehicles that can travel by air, on the ground, or on water



**Language arts extension**

(This will extend beyond the 20-minute lesson.)

**Option 1:** Explain that when people travel, they sometimes like to send postcards to their friends and family. Ask the children to draw a postcard with a greeting to one or two of their friends or family members.

**Option 2:** Ask the children to draw and write a travel plan. Remind them to include their destination, who they're going with, and which type of vehicle they'll take.

**Educational standards:**

CCSS.ELA-Literacy.W.K.1

CCSS.ELA-Literacy.W.K.2

# Outdoor Activities

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children the inspiration card of the merry-go-round, and read this short story aloud.

*This is a playground in Rainbow Town. Xavier, Wei, and Yasmin are playing on the merry-go-round. It's their favorite outdoor activity. They left a red seat for Zoe because they know it's her favorite color. Zoe just arrived. She's very excited to join her friends!*

Facilitate a quick discussion about outdoor activities. Ask questions, like:

- What's your favorite outdoor activity?
- Can you describe how to do the activity?
- How many people can be involved?
- What are the rules?

## Key objectives:

### Children will:

- Be able to describe the rules of some outdoor activities
- Be aware of potential safety issues of some outdoor activities

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Outdoor activities, exercise, rules, team, individual, potential safety issue



**2. Explore** (10 Minutes)

Tell the children that they're going to build their favorite outdoor activity!

Have them work in pairs to build their favorite outdoor activities.

They can use their imaginations to create a new model or use the examples for guidance.

Once everyone has finished building, arrange the models to make a playground.

**3. Explain** (5 Minutes)

Gather the children together and have them take turns using the LEGO® DUPLO® figures to show how their activity is done. Ask them to explain the rules.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- Why is this your favorite outdoor activity?
- What do you need to be careful of when you're doing this activity? (Talk about potential safety issues.)

**4. Elaborate** (20 Minutes, Optional)

Encourage each pair of children to design a playground that includes all of their favorite outdoor activities. Have them introduce each of the activities to their LEGO® DUPLO® friends.

Ask guiding questions, like these, to help the children as they build:

- How many outdoor activities will your playground have?
- How many individual activities and how many group activities?
- Where will people rest?

**5. Evaluate** (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Playing with other children in small and large groups, and following classroom procedures, and game rules.
- Engaging in discussions about fairness, friendship, responsibility, authority, and differences
- Adding their own ideas to creative projects and coming up with their own ideas during play





## Differentiation

### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

### Increase the difficulty by:

- Encouraging the children to design an outdoor activity for their whole class to enjoy

## Language arts extension

(This will extend beyond the 20-minute lesson.)

Ask the children to draw a picture of their favorite outdoor activity. Remind them to include what the activity is, who participates in the activity, and where it takes place. When they're finished, have them describe their drawings to their partner.

### Educational standards:

CCSS.ELA-Literacy.SL.K.5

CCSS.ELA-Literacy.W.K.2

# A Helping Hand

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children the inspiration card of the farm, and read this short story aloud.

*It's harvest time! Wei and his parents are super busy with work on the farm. Luckily, he has many friends who'd like to help. Today, Zoe, Xavier, and Xavier's bear are going to help pick all of the apples from the apple trees. Victor is going to help Wei stack hay in the barn. And Uma and Yasmin have brought a delicious lunch for everyone.*

Facilitate a quick discussion about helping others. Ask questions, like:

- Have you or your parents ever helped other people or been helped by others? What happened?
- Can you think of some ways that you could help people?

## Key objectives:

### Children will:

- Understand the importance of helping the people around them
- Understand how to help people

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Help, assist, volunteer



**2. Explore** (10 Minutes)

Tell the children that they're going to build a helping scenario.

Have them work in pairs to build a scenario where they're helping someone.

They can use their imaginations to create a new model or use the examples for guidance.

Once everyone has finished building, arrange the models in one place so the children can see what others have made.

**3. Explain** (5 Minutes)

Gather the children together. Ask them to take turns presenting their models and role-playing their scenarios using LEGO® DUPLO® figures.

Talk about some of the ways people help each other and why it's important.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- Why is it important to help people?
- Why do people need help sometimes?
- How did you feel after you helped someone or were helped by someone else?

**4. Elaborate** (20 Minutes, Optional)

Encourage the children to build a gift for each of LEGO® DUPLO® figures who offered to help in their scenarios. Explain that the gifts should be useful, and perhaps even be something that the LEGO® DUPLO® figures could use to help other people.

Before they start building, encourage the children to discuss what the gifts could be.

- Ask guiding questions, like this, to support the children's building:
  - Can you think of something that would be very useful in helping other people?

**5. Evaluate** (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Participating as part of the classroom community, feeling accepted, and gaining a sense of belonging
- Using their creativity to solve simple problems, and showing the ability to make choices





## Differentiation

### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

### Increase the difficulty by:

- Encouraging the children to use LEGO® DUPLO® bricks to create more helping scenarios

## Language arts extension

(This will extend beyond the 20-minute lesson.)

Ask each pair of children to use their helping scenario models and the LEGO® DUPLO® figures to present to the whole class/group a “help story” that includes a proper beginning, middle, and end.

### Educational standards:

CCSS.ELA-Literacy.SL.K.4

# A Unique Local Landmark

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the inspiration cards of the amusement park, pagoda, and apartments.

Read this short story aloud:

*Today, Victor asked Wei, Xavier, Yasmin, and Zoe if they could find a building or statue to represent Rainbow Town as a landmark. They talked about it a lot because they have very different ideas about what it should be. Wei thinks it should be the Rainbow Apartments because they're so colorful and nice. Zoe says it should be the castle in the amusement park because you can see the whole town from there. And Xavier and Yasmin think it should be the pagoda in the park because they always have festivals there.*

Facilitate a quick discussion about the children's community. Ask questions, like:

- Which building do you think should be Rainbow Town's landmark? Why?
- Is there anything in your community that always reminds you of the town/neighborhood you live in?
- What does it look like?

## Key objectives:

### Children will:

- Understand the importance of landmarks

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Landmark, sculpture, statue, phone booth



## 2. Explore (10 Minutes)

Tell the children that they're going to build a landmark for their towns.

Have them work in pairs to build one or two things that remind them that they're close to home.

They can use their imaginations to create new models or use the examples for guidance.

Once everyone has finished building, arrange the models in one place so the children can see what others have made.

## 3. Explain (5 Minutes)

Gather the children together. Ask them to take turns presenting their models, and explaining why they chose to build *that* model.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- Where in your town is it located?
- Are there other things that remind you that you're close to home or your neighborhood?

## 4. Elaborate (20 Minutes, Optional)

Explain that all states/provinces have landmarks.

Ask the children if they can name the landmark of their state/province.

Encourage the children to build the landmark and present it to the class.

If they're having difficulty, ask them to think about tall buildings, bridges, big mountains, lakes, or statues.

## 5. Evaluate (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Learning about the physical characteristics of their local environment as a foundation for learning geography
- Learning about their hometown, state/province, and country as a foundation for learning about geography, history, and social studies.
- Adding their own ideas to creative projects and coming up with their own ideas during play

## Differentiation

### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

### Increase the difficulty by:

Encouraging the children to design a new landmark for Rainbow Town



# A Mini Market

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation/start](http://www.LEGOeducation/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children the inspiration card of the supermarket, and read this short story aloud.

*Today, everyone is going shopping because they need to prepare for the school party! Uma and Wei are going to buy food for the party. Zoe and Xavier would like to get some streamers and colorful balloons to decorate the party room. Yasmin and Victor would like to play a guessing game at the party. They want their friends to guess where some of the different foods come from. For example, eggs come from chickens, and juice is made from different types of fruit.*

Facilitate a quick discussion about shopping. Ask questions, like:

- Do you ever go shopping with your parents? What do they usually buy?
- How does a supermarket checkout work?
- What would you like to buy if you had money? Why would you choose that?

## Key objectives:

### Children will:

- Understand the basic concept of economics
- Understand how to perform basic calculations

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Shopping, supermarket, goods, services, payment, change



## 2. Explore (10 Minutes)

Tell the children that they're going

Have them work individually or in pairs to build one or two things they'd like to sell to their friends. Explain that it could be something they'd like to play with, eat, or use.

They can use their imaginations to create new models or use the examples for guidance.

Explain to the children that they're going to use LEGO® DUPLO® bricks as money to buy and sell their models. Tell them that they can charge a maximum of three LEGO® DUPLO® bricks for each model.

Allow the children 5 minutes to role-play buying and selling their models.

## 3. Explain (5 Minutes)

Gather the children together. Ask them to take turns presenting their models, and explaining why they chose to build *that* model.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- How much does your model cost?
- Why are certain things expensive while others are cheap?
- What's the difference between a *good* and a *service*?

## 4. Elaborate (20 Minutes, Optional)

Encourage each child to build a model of a place that sells goods, and a model of a place that provides services.

Have the children take turns using the LEGO® DUPLO® figures to explain what type of goods or are sold at the places they've built.

Ask guiding questions, like these, to help the children as they build:

- Do you go out to eat with your parents? Where do you go?
- Where do you get your hair cut?

## 5. Evaluate (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Building a foundation for understanding economic concepts
- Adding their own ideas to creative projects and coming up with their own ideas during play
- Playing with other children in small and large groups, and following classroom procedures, game rules, and makes transitions





## Differentiation

### Simplify this lesson by:

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

### Increase the difficulty by:

- Encouraging the children to design a store with a self-checkout machine and explain how it works

## Language arts extension

(This will extend beyond the 20-minute lesson.)

Ask the children to make signs for the goods and services that are sold in the shops they've built earlier.

Encourage them to use symbols or phonetic spelling to label the items. Have them add prices or "sale" signs.

### Educational standards:

CCSS.ELA-Literacy.W.K.2

## Math extension

(This will extend beyond the 20-minute lesson.)

Give each child two big LEGO® DUPLO® bricks and four or five small LEGO® DUPLO® bricks to use as "pocket money."

- Explain that one big LEGO® DUPLO® brick = two small LEGO® DUPLO® bricks.
- Have them try to buy and sell their models, giving back "change" if the buyer doesn't have the exact amount.

### Educational standards:

CCSS.MATH.CONTENT.K.MD.A.2

# Trash Recycling

For up to 8 children.

## Prepare

Make sure that you've visited [www.LEGOeducation.com/start](http://www.LEGOeducation.com/start) and watched the My XL World onboarding videos.

Watch the video in the top right corner of this page to get an overview of this lesson.

Select the inspiration cards you'll need for the lesson.

Set up a designated space in your classroom that will allow the children to easily build and role-play with their models.

## 1. Engage (5 Minutes)

Show the children the inspiration card of the ice cream shop, and read this short story aloud:

*Today is a very warm day in Rainbow Town, so Xavier went to buy an ice cream. But... oops! He dropped it on the ground. That's really bad luck! Victor saw it happen. He'd like to share his ice cream with Xavier, but first, Xavier has to clean up his mess. Where's the trash can?*

Facilitate a quick discussion about dentists. Ask questions, like:

- What's trash?
- What shall you do if you see trash on the ground?
- Why is it important to use trash cans in public places?

## Key objectives:

### Children will:

- Be able to collaborate as a team
- Be able to create a model that solves a simple task

## Things you'll need:

My XL World Set and inspiration cards

## Vocabulary:

Trash, recycling, pollution, invention, environment



**2. Explore** (10 Minutes)

Tell the children that they're going to design a trash can.

Have them work in pairs to design a trash can that can hold a lot of trash and is easy for the LEGO® DUPLO® figures to use.

They can use their imaginations to create a new model or use the examples for guidance.

Encourage the children's creativity by asking them to incorporate materials from around the classroom into their models.

Once everyone has finished building, arrange the models in one place so the children can see what others have made.

**3. Explain** (5 Minutes)

Gather the children together. Ask them to take turns presenting their models and demonstrating how the LEGO® DUPLO® figures use them.

Ask the children to think about what they've built.

Facilitate a discussion by asking guiding questions, like:

- Some trash can be recycled. Do you know which types of trash can be recycled?
- What can people do to make sure that their trash is recycled?

**4. Elaborate** ( 20 Minutes, Optional )

Ask the children to find objects from around the classroom that people might put in the trash cans they've built.

Encourage the children to modify their designs to help people sort their trash.

Challenge them to make their designs attractive for the people living in Rainbow Town.

**5. Evaluate** (Ongoing throughout the Lesson)

Evaluate the children's skills development by observing if they're:

- Learning how people affect their environment in positive and negative ways
- Using creativity to solve simple problems and showing the ability to make choices

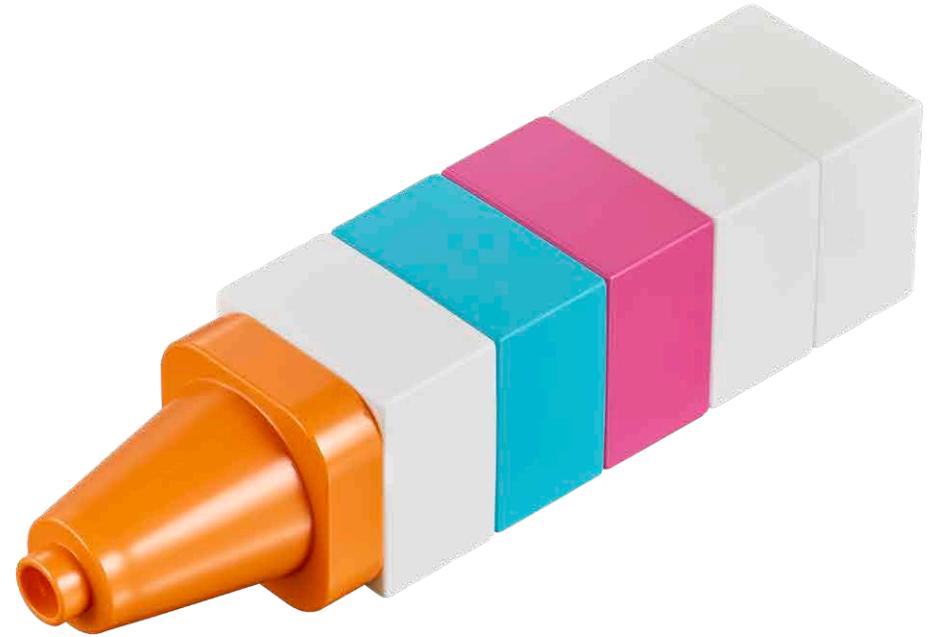
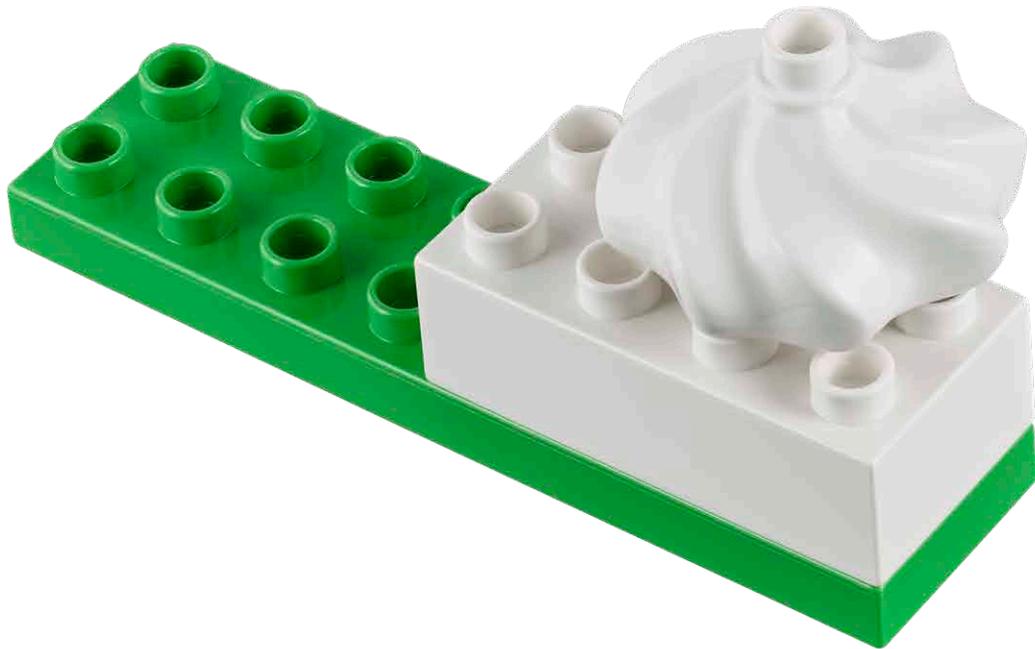
**Differentiation****Simplify this lesson by:**

- Assigning each pair of children one model to build
- Running the lesson with a smaller group (i.e., 3-4 children) and providing more support with building

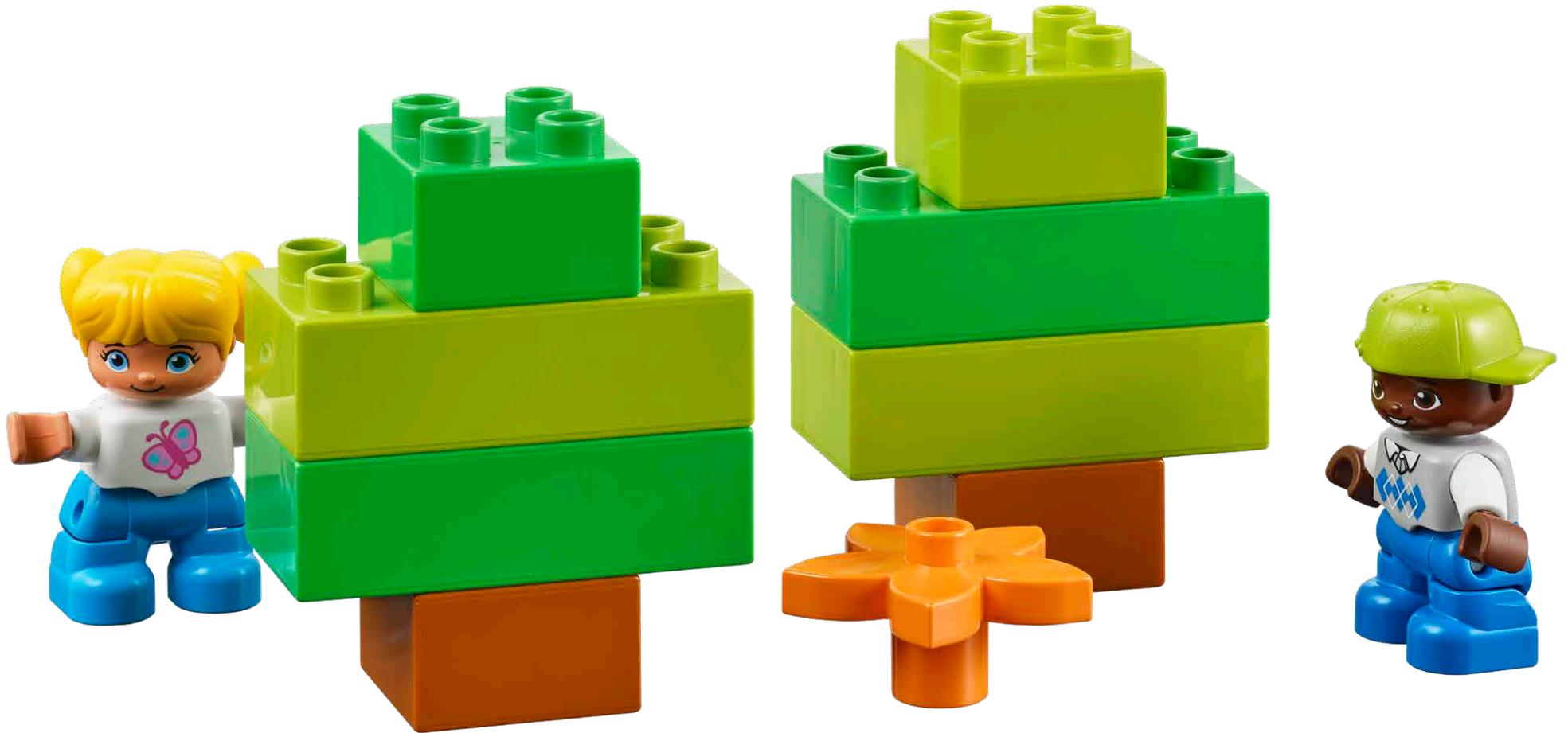
**Increase the difficulty by:**

- Encouraging the children to design a trash truck

































# Build Confidence from Early on

Children are born curious and eager to learn. The purpose of LEGO® Education Early Learning is to stimulate that natural curiosity and encourage learning through play in the youngest children. Our aim is to help prepare them for school and life by building their social skills and allowing them to begin their STEAM journey early on - with opportunities to also strengthen emotional learning, literacy, as well as early engineering and coding skills.



Part of the LEGO® Education Continuum of Learning



## Learning solutions

Start the STEAM learning and develop social skills

### STEAM & Social development

**STEAM Park**  
Lessons: 8 / Up to 8 children



**My XL World**  
Lessons: 8 / Up to 10 children



Focus on individual skills

### Strengthen emotional skills

**Build Me Emotions**  
Lessons: 12 / Up to 6 children



### Strengthen early literacy skills

**StoryTales**  
Lessons: 8 / Up to 4 children



### Strengthen early coding skills

**Coding Express**  
Lessons: 8 / Up to 6 children



### Strengthen early engineering skills

**Tech Machines**  
Lessons: 8 / Up to 6 children



## Booster sets

Add fun with booster sets

**Tubes**



**Letters**



**Animals**



**People**



**Creative LEGO® DUPLO® Brick set**



**Building Plates**



LEGOeducation.com

LEGO, the LEGO logo and DUPLO are trademarks of the/son des marques de commerce du/son marcas registradas de LEGO Group. ©2020 The LEGO Group. 20191104V1

