

# Homeschool Self-Guided Education Packet



**TEACHER GUIDE**

**GRADES K - 1**  
STUDENT SHEETS INCLUDED





## VISIT GUIDE: GRADE K-1

Welcome to LEGOLAND® Discovery Center

### LEGOLAND® Discovery Center

connects learning and fun together like LEGO® bricks!

Our self-guided homeschool visits allow students to **explore, discover, and create** in an engaging environment filled with hands-on activities. The guide is designed to add fun, focused, and interactive learning during your visit.

This guide includes **curriculum-based challenges and activities** covering Mathematics, English, History, and Science for 3 attractions! Including:

#### MINILAND

Marvel at LEGO landmarks and build your own MINILAND

#### LEGO® Kingdom Quest

Go on a science adventure!

#### LEGO® Racers Build & Test

Design and test your way to the finish line!

*The attractions can be visited in any order.*

# LEGO® MINILAND

MINILAND is a miniature replica featuring the city's most loved buildings and landmarks. Fun Facts: All of the MINILAND models took a total of 5000 hours to design and build. MINILAND is made up of over 1.5 Million LEGO® Bricks. There are over 500 Minifigures!



## Challenge

Students are challenged to explore MINILAND and do the following:

- Observe and describe landmarks.
- Classify natural vs. human-made features.
- Represent ideas through drawings/models.
- Begin connecting landmarks to people and communities.
- Share ideas through speaking/drawing.



## Preparing for the Activity

### Questions and Definitions:

- **Q: What is a landmark?**
  - A: An object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.
- **Q: What is a natural landmark?**
  - A: a physical feature in the landscape, such as a mountain, waterfall, cave, or a body of water, that is easily recognized and stands out from its surroundings, not created or significantly altered by humans
- **Q: What is a Human-Made landmark?**
  - A: a notable, impressive, or unique structure or feature built by people, rather than by nature. These landmarks can be ancient ruins, modern architectural feats, or other structures that stand out in a landscape, serving to identify an area, a city, or a nation.

# LEGO® MINILAND

MINILAND is a miniature replica featuring the city's most loved buildings and landmarks. Fun Facts: All of the MINILAND models took a total of 5000 hours to design and build. MINILAND is made up of over 1.5 Million LEGO® Bricks. There are over 500 Minifigures!



## Learning Objectives

This MINILAND activity supports early science, engineering, and social studies learning goals for Kindergarten and Grade 1 by helping students:

- Observe and describe landmarks and features in their environment.
- Classify natural vs. human-made features.
- Represent ideas through drawings and simple models.
- Connect landmarks to communities and culture.
- Communicate their ideas through speaking and drawing.

The activity reinforces foundational observation, classification, modeling, and communication skills, while also building early community and geography awareness.

## TEKS Curriculum Standards Addressed

- **Kindergarten Science TEKS §112.11:** Identify natural vs. human-made resources, make observations, communicate through drawings.
- **Grade 1 Science TEKS §112.12:** Classify objects, represent ideas with pictures/graphs.
- **Social Studies TEKS (K.6, 1.6):** Recognize community landmarks and their importance.



### MINILAND: Landmark Activity

#### Part 1 – Landmark Scavenger Hunt

Look around MINILAND. Can you find these? Circle them when you do!

Sports game

Sculpture

Ride or attraction

Fountain

Airport

Train

Tall building

Lake

#### Part 2 – Natural or Human-Made?

Draw a line to match each landmark.

☐ A sports game

☐ NATURAL

☐ An airport

☐ HUMAN-MADE

☐ A fountain

☐ NATURAL

☐ A lake

☐ HUMAN-MADE

☐ A sports game

☐ NATURAL

☐ An airport

☐ HUMAN-MADE

☐ A fountain

☐ NATURAL

☐ A lake

☐ HUMAN-MADE



### MINILAND: Landmark Activity

#### Part 3 – My Dream MINILAND

Draw 4 landmarks you would put in your MINILAND. Then head over to any build zone and recreate your scene using LEGO® bricks.

|  |  |
|--|--|
|  |  |
|  |  |





### MINILAND: Landmark Activity

#### Part 4 – Share Your Ideas!

Finish the sentences:

- My favorite landmark is \_\_\_\_\_
- I like it because \_\_\_\_\_
- People visit landmarks because \_\_\_\_\_  
\_\_\_\_\_

#### Part 5 – “I Can” Statements

##### Kindergarten

- I can find and name special places in a city.
- I can tell if something is natural (like a lake) or human-made (like a building).
- I can draw my own model of a city with landmarks.
- I can talk about why people like to visit these places.

##### Grade 1

- I can observe and describe what landmarks look like.
- I can sort landmarks into groups (natural or human-made).
- I can create a drawing of my dream MINILAND.
- I can explain why I chose certain landmarks.

# LEGO® Kingdom Quest

Kingdom Quest is a ride in which riders board carriages and are transported through a series of interactive screens. Each person in the carriage is provided with a "blunderbuss" and compete to save the princess and get the highest score!



## Learning Objectives

- Observation & Data Collection: Students track and compare scores across multiple trials.
- Data Representation: Using tables, grids, and visuals builds early math and data-literacy skills.
- Cause & Effect Reasoning: Changing seat position introduces simple variables and fair testing.
- Communication & Reflection: Explaining results and fairness builds argument-from-evidence skills.

## TEKS Curriculum Standards Addressed

- **Kindergarten Science TEKS §112.11:** Use simple tools to collect and record data.
- **Grade 1 Science TEKS §112.12:** Sort, record, and communicate observations; recognize patterns.
- **Math TEKS (K.8, 1.8):** Represent data with objects, pictures, or graphs. The activity aligns strongly with scientific practices of controlled testing (changing seats/rows).

## Challenge

Students are instructed via voiceovers to zap the bad guys with the blunderbuss – this is done by pointing and shooting. A score appears on a screen in front of each student which tallies their success in zapping the bad guys. To gather the appropriate amount of data, enjoy the ride up to 4 times! Adults are encouraged to ride also; this way students have more data to utilize.

- Ride 1: Choose any seat and sit on the right side.
- Ride 2: Choose the same seat but sit on the left side.
- Ride 3: Choose a seat in a different row, sit on the right side.
- Ride 4: Choose the same row but sit on the left side.

At the conclusion of each ride, students must remember their score. Students can also ask other riders what their scores were. After exiting the ride each time, students must write down their score and those of others.

## Post Challenge

Students are encouraged to think about the different ways they can represent this data and are to explore how the same data can be represented in different ways. They are challenged to represent the data in a grid form. They can also reflect on whether Kingdom Quest was fair.

### Kindergarten & 1<sup>st</sup> Grade Science Adventure!

Today, you get to be a scientist! Ride, zap the bad guys, record your score, and look for patterns.



#### Part 1 – My Ride Data

| Ride # | Seat      | Side  | My Score | Friend's Score |
|--------|-----------|-------|----------|----------------|
| 1      | Same Seat | Right |          |                |
| 2      | Same Seat | Left  |          |                |
| 3      | New Row   | Right |          |                |
| 4      | Same Row  | Left  |          |                |

#### Part 2 – Show Your Data

Draw tally marks, blasters, or color bars to show your scores!

|        |  |
|--------|--|
| Ride 1 |  |
| Ride 2 |  |
| Ride 3 |  |
| Ride 4 |  |



## **Kindergarten & 1<sup>st</sup> Grade Science Adventure!**

### **Part 3 – Patterns & Fairness**

**1. What did you notice?**

- Which ride gave you the biggest score? \_\_\_\_\_
- Which ride gave you the smallest score? \_\_\_\_\_

**2. Did you see a pattern?**

- Did right side or left side do better? \_\_\_\_\_
- Did front row or back row do better? \_\_\_\_\_

**3. Fair or Not Fair?**

- Do you think the game was fair for everyone? Why or why not?

---

---

### **Part 4 – NGSS Reflections**

Today, you were a scientist!

- You asked questions.
- You collected data.
- You looked for patterns.
- You shared your ideas.

**Scientists use data to explain the world. You used your scores to explain what happened on the ride!**

# LEGO® Build & Test

In the Build and Test area, students will find brick pits featuring car pieces including wheels, body pieces, and axels. They can then use two different ramps to test the durability and speed of their cars.



## TEKS Curriculum Objectives & Standards Addressed

This activity aligns strongly with curriculum standards by supporting:

- **Forces & Motion Exploration:** Students directly observe how pushes, pulls, and ramp height affect speed and distance.
- **Data Collection & Representation:** Recording results in simple categories, charts, or tables builds foundational math/data skills.
- **Prediction & Reflection:** Encourages early scientific thinking through making predictions, testing, and refining designs.
- **Engineering Practices:** Introduces the design cycle (plan → build → test → improve) in an age-appropriate, hands-on format.
- **Kindergarten Science TEKS §112.11:** Observe and record how objects move (rolling, fast/slow, near/far).
- **Grade 1 Science TEKS §112.12:** Describe changes in motion caused by pushes/pulls.
- **Math TEKS (K.8 & 1.8):** Represent data with pictures, objects, or simple graphs.
- **Engineering Connection:** Revising car designs connects to early design thinking.

## Challenge

In this workshop, students will design and build their own Lego race cars, then test them on a ramp to see how far and fast they travel. Before testing, students will make predictions about how their car will perform. During the races, they will observe results, collect simple data (fast, medium, slow; distance; or winner), and record their findings on a worksheet.

## Post Challenge

Afterward, students will reflect on what worked, what could be improved, and sketch an updated design.

## Race Car Challenge: Build. Test, Improve!

### Part 1 – Build Your Car

- Use LEGO® bricks, wheels, and axles to make a race car.
- Make sure your wheels can roll easily.
- Your car should be strong enough to go down the ramp without falling apart.

*Think:* What size wheels will you use? Will your car be long, short, heavy or light?

### Part 2 – Make a Prediction

Check your prediction before testing.

- ☐ My car will go **fast**
- ☐ My car will go **medium**
- ☐ My car will go **slow**
- ☐ My car will **go far**
- ☐ My car will **not go very far**

### Part 3 – Test Your Car

- Place your car at the top of the ramp.
- Let it go – no pushing!
- Watch carefully.
- Test your car 2 more times.
- Record what happens on the next worksheet.



### Race Car Challenge: Build. Test, Improve!

#### Part 4 – Race Results

Record results below. Put an "X" under the speed your car traveled and explain what happened differently during each test.

| Test | Fast | Medium | Slow | Winner<br>(if racing) | Notes<br>(distance, straight, wobbly?) |
|------|------|--------|------|-----------------------|----------------------------------------|
| #1   |      |        |      |                       |                                        |
| #2   |      |        |      |                       |                                        |
| #3   |      |        |      |                       |                                        |

#### Part 5 – Improve Your Car

**Question:** What could make your car better? Make changes and test again!

- |                                       |                                               |
|---------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Big wheels   | <input type="checkbox"/> Thin body            |
| <input type="checkbox"/> Small wheels | <input type="checkbox"/> Dark colored bricks  |
| <input type="checkbox"/> Long body    | <input type="checkbox"/> Light colored bricks |
| <input type="checkbox"/> Short body   | <input type="checkbox"/> Windshield           |
| <input type="checkbox"/> Low body     | <input type="checkbox"/> No windshield        |
| <input type="checkbox"/> Tall body    | <input type="checkbox"/> Heavy car            |
| <input type="checkbox"/> Wide body    | <input type="checkbox"/> Light car            |





## **Car Building & Racing Investigation**

### **Part 6 – Reflection**

**Circle One:**

- My car went:    Faster than I thought    Slower than I thought    About the same

**Answer the Questions:**

- What helped your car go fast?

\_\_\_\_\_

- What would you change next time?

\_\_\_\_\_

**Draw your improved car idea:**

A large, empty rectangular box with a thin black border, intended for a student to draw their improved car idea.