



## Education Workbook

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### At The Museum Activities

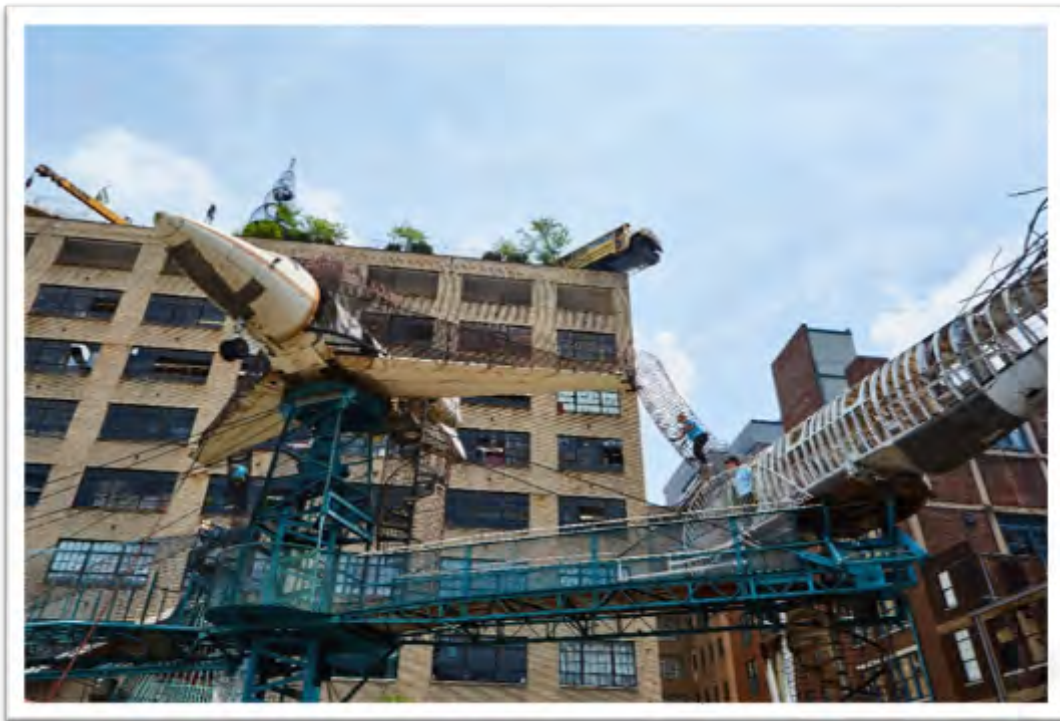
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## **Creative Writing Assignment (After Visit)**

**Grades: Third - Eighth**

Educators: In this assignment students will write a creative story about their visit to City Museum. In this creative writing, students are to write as a tour guide that has a short amount of time to show the visitors around the museum.

In this assignment you will find a writing rubric, student instruction, a graphic, and a word bank for English language learners.



**Writing Rubric:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expected Level</b>
Creativity Style	Writing is extremely creative. Ideas and style align with prompt and are imaginative.	Writing is somewhat creative. Some new and imaginative ideas.	Writing contains a few creative ideas but style is not based around the prompt.	Writing contains many cliché ideas and an uninspired style.
Spelling & Grammar	Proper use of spelling is employed consistently throughout the writing assignment.	There are a few spelling and grammar errors, however it does not take away from the overall quality of the writing assignment.	Poor spelling and grammar muddle the overall effectiveness of this piece.	Many spelling and grammar errors. Difficult to comprehend the meaning.
Diction	Strong, vivid words and descriptions throughout. Words are above average, and used appropriately throughout the work.	Strong words and descriptions throughout. Many words are above average and used appropriately.	Some strong words and descriptions. Some above average word choices however, many words are used in a way that does not add to the story.	Poor word choice and descriptions throughout.
Organization & Development	Excellent ideas and creativity. Organization and use of supporting ideas evident in the work	Good ideas and creativity. Organization and use of supporting ideas evident in work	Some ideas and creativity. Attempted organization and use of some supporting ideas in the work.	No creativity, poor organization and no attempt to supply supporting ideas.

	<b>Word Bank</b>
Action Words	Explore Climb Slide Jump Crawl Race Discover Lead Spin Peek Wander Dash
Descriptive Words	Amazing Exciting Wild Colorful Sparkling Giant
Places In The Museum	MonstroCity Art City The Cave The Rooftop World's Largest Pencil Slide
Helpful Phrases:	"Follow Me!" "Can you believe this?" "Let's see what's around the corner!" "This is my favorite part!" "Wow, look at that!"
Feeling Words:	Amazed Curious Nervous Thrilled Brave Joyful Energized Surprised Delighted Fearless

## Student Worksheet:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Imagine this:

You are the tour guide at City Museum in St. Louis! A group of visitors have just arrived and they are so excited to explore the museum. However there is one problem, you only have thirty minutes to show them the most exciting, amazing and fun parts of the museum. In your story you will take your visitors on a super speed adventure.

### In your writing, be sure to:

- Start with an exciting introduction that welcomes your visitors
- Describe what you see, hear, and feel
- Include something surprising or funny that happens on the tour
- Finish your story by wrapping up the tour just in time

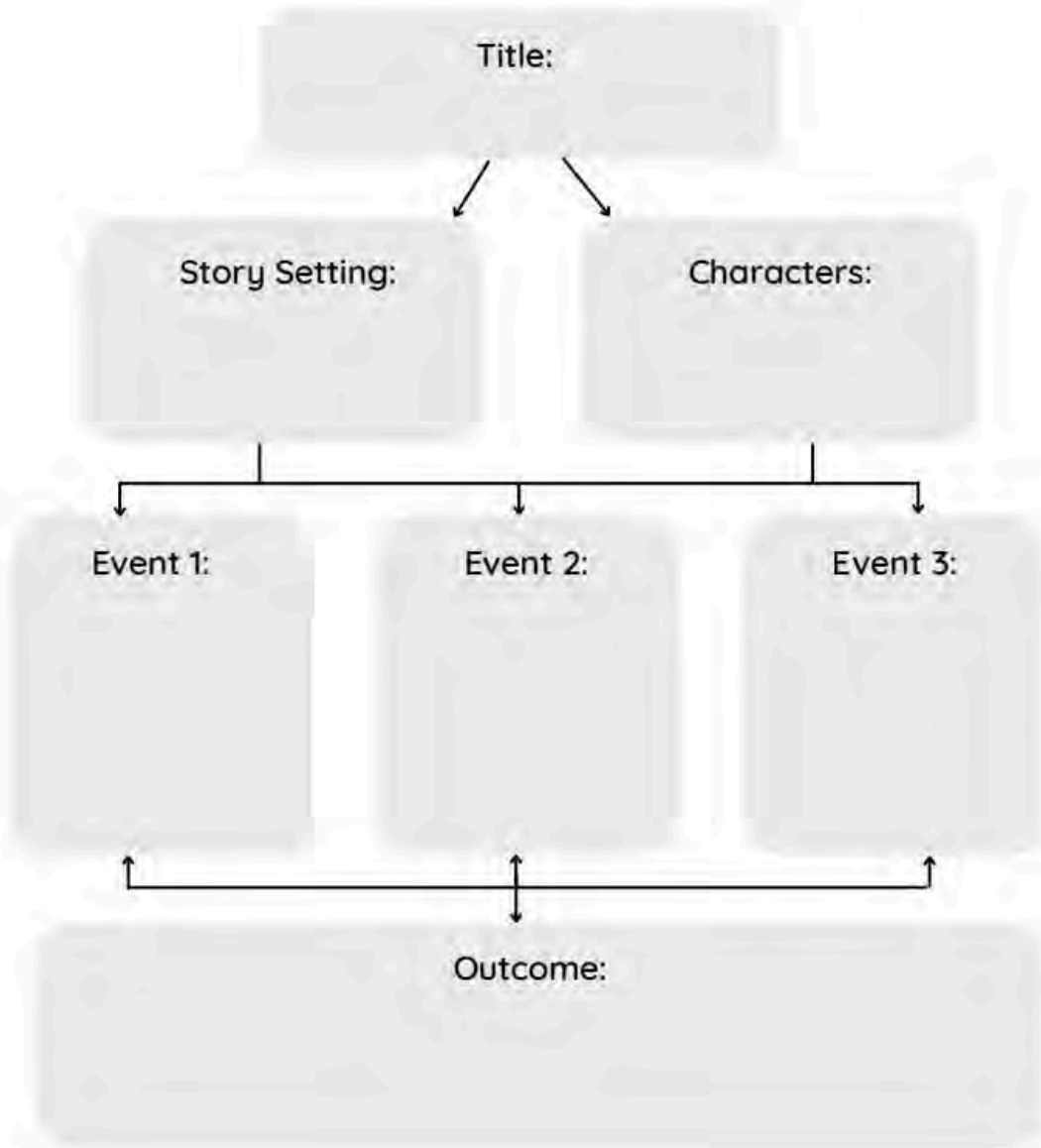
### Extra Challenge:

Something unexpected happened during your tour. As you show your visitors around, you discover a brand new slide. Write about what you would do as the tour guide.

Use the story map to develop your ideas and then write a short story using the prompt.

# STORY MAP

Complete the chart below.

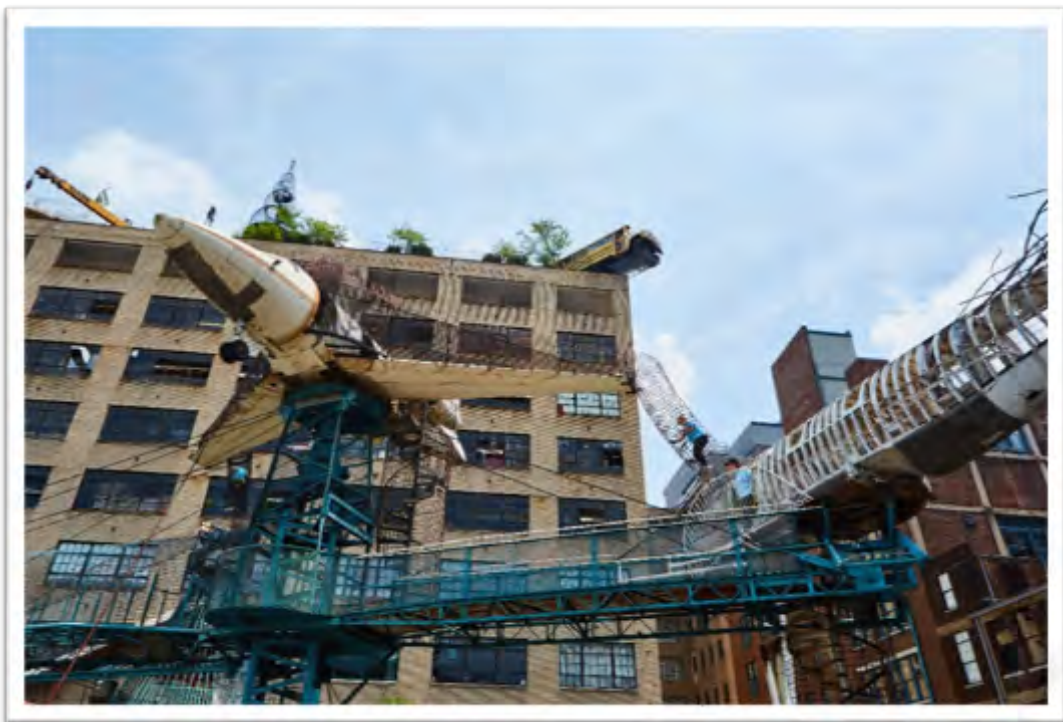


## **Creative Writing Story Board (After Visit)**

**Grades: Kindergarten - Second**

Educators: In this assignment students will create a story element map based on their visit to City Museum. Students will then write short sentences about their





In this assignment you will find a story element map and a writing worksheet for students to complete. This would be a great writing assignment to do as a whole class to reflect on their trip!





# STORY ELEMENTS

Fill in each box with words and pictures to represent each story element.

<p>characters</p> 	<p>setting</p> 
<p>problem</p> 	<p>solution</p> 

Name: \_\_\_\_\_

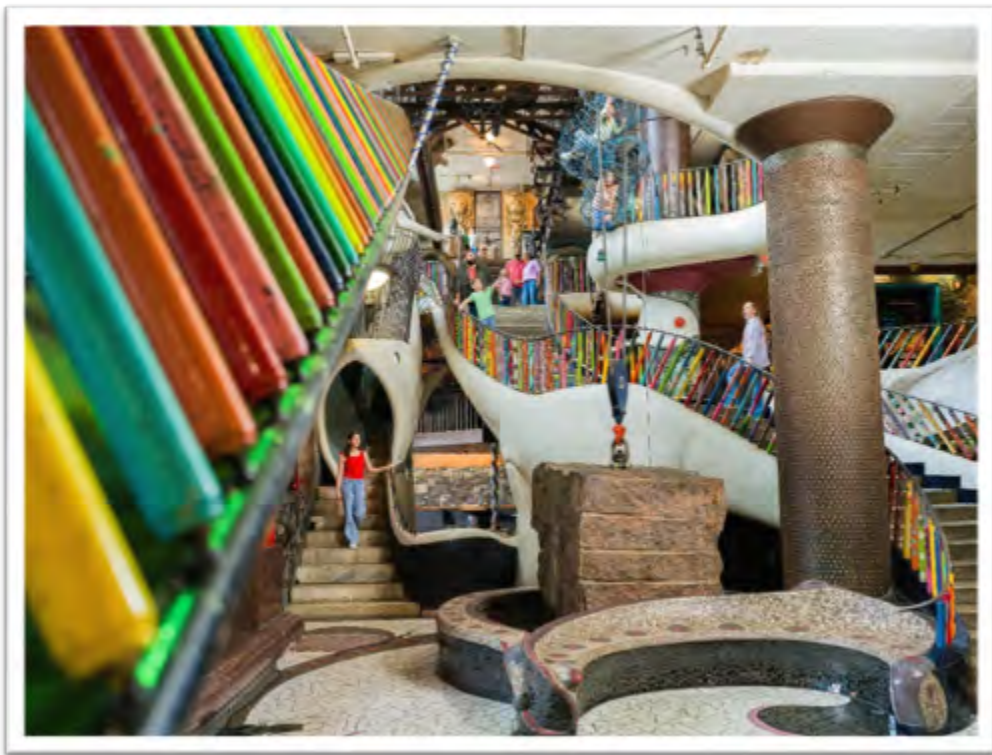
Date: \_\_\_\_\_



**Letter To City Museum (After Visit)**  
**Grades: Kindergarten - Fifth**

Educators: In this assignment students will write a letter to City Museum to share what they enjoyed most about their visit and why.

In this assignment you will find a direction sheet, a graphic organizer and letter templates pages for students to use.



## Student Direction Sheet:

### City Museum Thank You Letter

**Directions:** We had such an amazing time visiting City Museum. Now it's time to say thank you. You will write a letter to the museum to share what you enjoyed most about your visit and why.

#### Your Task:

Write a thank-you letter to City Museum.

In your letter, be sure to:

1. Thank City Museum for your visit.
2. Describe your favorite part (or parts) of the museum.
3. Explain why you enjoyed those experiences.
4. Share what you learned or what surprised you.
5. End with another thank-you and a closing

Brainstorm Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

My favorite parts of the museum were:	
Something amazing or surprising I saw:	
Something I learned:	

Letter Templates:

Educators:

Below you will find letter templates for students to use to write to City Museum. This can be done as an independent activity for upper grade levels or as a whole class activity for lower elementary.

This image shows a handwriting practice sheet. It features a central grid of 10 rows, each consisting of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. Additionally, there are two sets of three horizontal lines (solid top, dashed middle, solid bottom) located in the top-right and bottom-right corners of the page. The entire sheet is enclosed in a black rectangular border.





**Dear** \_\_\_\_\_,  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

**From,**

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_



## **Design the Ideal Slide**

**Grades: All**

What do you think would be the ideal slide? Would it be made of plastic or metal? Would it be steep or have twists and turns? Would you be in the dark or able to see your entire slide journey? What does the landing look like?

### **Materials You Will Need**

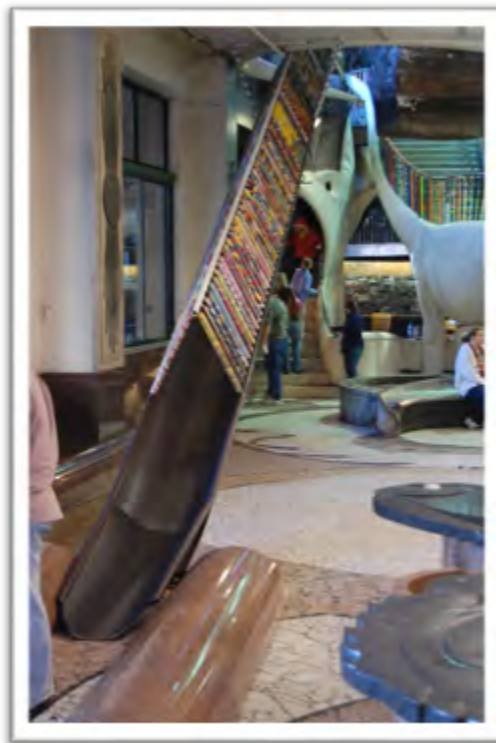
Pencil

Drawing Paper

Art Supplies

Directions:

1. Think about all the slides you have seen at City Museum
2. Write down the best features of each slide you liked.
3. Make a drawing and write a description of your slide.
4. Be sure to include colors, special features, and any restrictions that would be in effect for the riders.



## Design The Ideal Slide

Name: \_\_\_\_\_

<p><u>Features Of Slides I Liked:</u></p>	<p><u>Brainstorm Space:</u></p>	<p><u>Design Space:</u></p>
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## **Acrostic Poem**

**Grades: Third - Eighth**

### **Learning Objectives:**

Student will create an acrostic poem using the words City Museum



### **Materials**

- **Worksheet**
- **Pencil**
- **Coloring Supplies**

## Acrostic Poem

Name: \_\_\_\_\_

Directions: Think about the words that describe your experience at City Museum.  
Complete the poem using words or phrases that begin with the letter.

C \_\_\_\_\_

I \_\_\_\_\_

T \_\_\_\_\_

Y \_\_\_\_\_

M \_\_\_\_\_

U \_\_\_\_\_

S \_\_\_\_\_

E \_\_\_\_\_

U \_\_\_\_\_

M \_\_\_\_\_

**Underwater Imagination: ArtQuarium**  
**Grades: Kindergarten- Second**



**Materials Needed:**

- Clipboard
- Pencil
- Observation Worksheet

**Learning Objectives**

In this activity students will observe and describe how art and design elements create the feeling of being underwater.

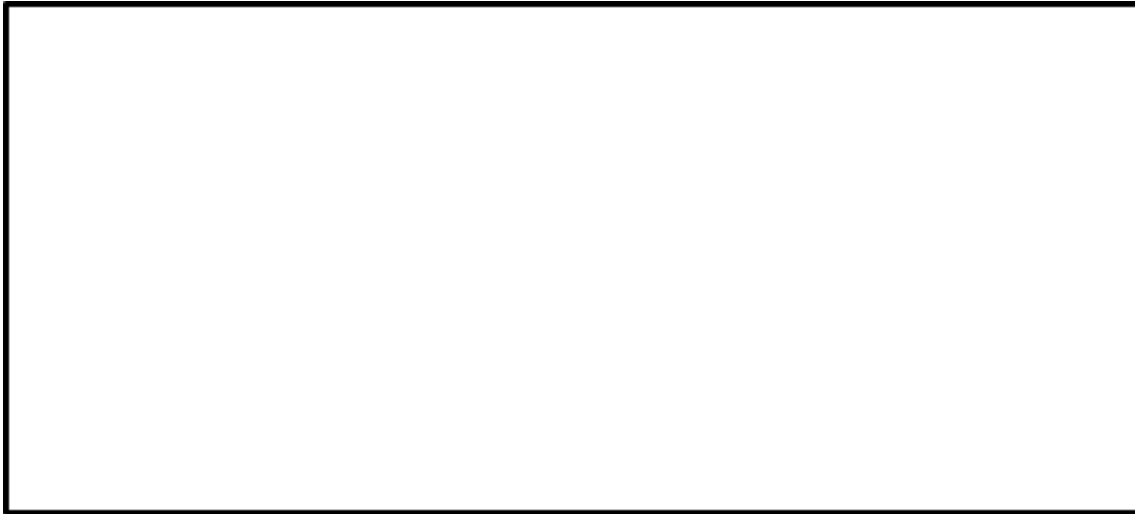
In this lesson students will look around the artquarium and write and draw about the different elements of colors, textures, lighting, shapes, and patterns that they observe.

Name: \_\_\_\_\_

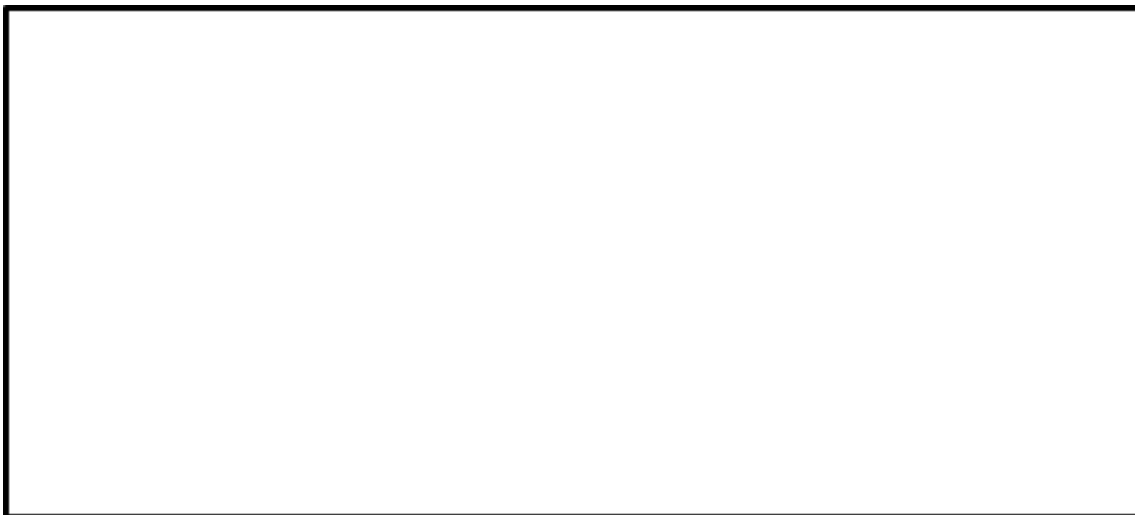
1. Draw the textures you see

Textures are how things feel or look like they feel

Texture #1



Texture #2



2. Shapes you see

Look for circles, squares, triangles, stars, and more!

Shape #1



Shape #2



3. My favorite thing I saw



## **Underwater Imagination: ArtQuarium**

### **Grades: Third - Eighth**



### **Materials Needed:**

- Clipboard
- Pencil
- Observation Worksheet

### **Learning Objectives**

In this activity students will observe and describe how art and design elements create the feeling of being underwater.

Part One: Observations and Discovery- Students will take notes as they look around the space by making connections to real life materials.

Part Two: Creative Reflection- Students will create their own ArtQuarium.

## Observation & Discovery Notes

Name: \_\_\_\_\_

Directions: Move slowly through the Artquarium and take a look closely at the space around you. Answer the following questions.

What colors do you see? How do these colors make you feel?

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2. What kind of materials or textures do you notice (glass, metal, paint)?

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3. How does the lighting make the space feel different (bright, glowing, dim, mysterious)?

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4. What shapes and patterns remind you of ocean life (waves, bubbles, coral, fish)?

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5. How is this “aquarium” different from a real one? What is similar?

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## **Creative Reflection**

**Name:** \_\_\_\_\_

Design your own “Mini Artqaurium”- A space inspired by underwater life.

Brainstorm the materials, the colors, the lights, creatures and shapes you would use to fill your design.

**Brainstorm Space:**

**Design:**

## **Mapping The Maze: Discovering Art and Imagination**

**Grades: Kindergarten - Second**

### **Materials:**

Clipboard

Pencil

Worksheets

### **Learning Objectives:**

Students will look closely at the Labyrinth and notice interesting shapes, textures and reused materials.

Students will practice finding their way through a fun space.

Students will draw what they see and talk about their ideas

Students will work with partners.



### **Part One: Look & Find Challenge (10-15 minutes)**

In this activity, students will complete a worksheet and observe materials, explore their emotions in certain spots of the Labyrinth and discuss with their peers.

### **Part Two: Little Maze Map Challenge (10-15 minutes)**

In this activity students will draw a simple map with two things they saw.

### **Part Three: Creative Thinker Time (5-10 minutes)**

In this activity, the group will sit in a circle and discuss the following questions:

- What was the coolest thing you found?
- How do you think the creators wanted people to feel inside the maze?
- If you could add something new to the Labyrinth, what would you add?

## Look & Find Challenge

Name: \_\_\_\_\_

**Your job is to find two things that look like they were made from old or reused materials. Find one place that makes you feel calm, silly, or excited!**

**1. Draw two things that look like an old material. What do you think they were before?**

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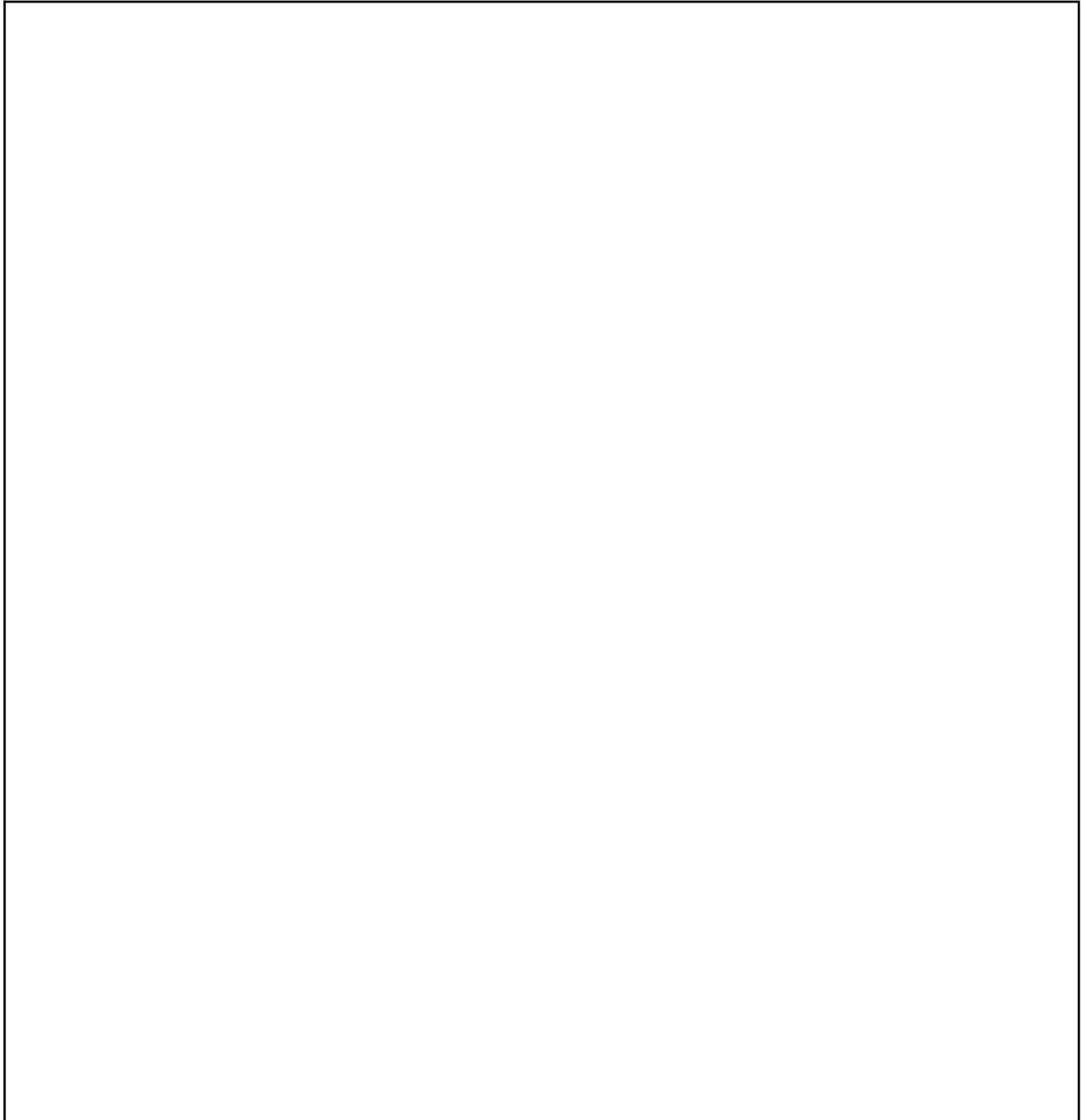
**2. Find one place that you feel excited, calm or silly. Draw that spot!**

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## Little Maze Map Challenge

Name: \_\_\_\_\_

**Draw a simple map of the space you explored! Add two things you saw.**

A large, empty rectangular box with a thin black border, intended for the student to draw a simple map of the space they explored. The box is currently blank.

## **Whole Class Discussion**

Students will sit in a circle and take turns sharing their answers to the following questions:

- What was the coolest thing you found?
- How do you think the creators wanted people to feel inside the maze?
- If you could add something new to the Labyrinth, what would you add?

## Mapping The Maze: Discovering Art, Architecture, and Imagination Grades Third - Eighth

### Materials:

- Clipboard
- Worksheet
- Pencil

### Learning Objectives:

Students will explore the Labyrinth and observe how found materials are reused and repurposed in art.

Part One- Observation Challenge (15 minutes): Students will move through the Labyrinth and write down their observations.

Part Two: Navigation & Mapping Challenge (15-20 minutes): Students will design a map of the route they took through the Labyrinth.

Part Three: Creative Discussion ( 5- 10 minutes): Students will discuss as a whole class about their experience.



## Observation Challenge

Name: \_\_\_\_\_

1. Find **three objects** that look like they were made from reused materials. Draw or describe each one. Guess what each object's original purpose might have been.

Object One:	Object Two:	Object Three:

2. Find **one area** that makes you feel a specific emotion (e.g., excitement, calm, curiosity). Write how the design or lighting made you feel that way.

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# Navigation & Mapping Challenge

**Name:** \_\_\_\_\_

Choose a starting point and try to make your way to a specific destination (like the top of a slide, a bridge, or a tunnel opening).

On your worksheet, **sketch a simple map** of your route. Include key landmarks (stairs, slides, sculptures, etc.). Mark one "dead end" or tricky turn and explain how you solved it.

A large, empty rectangular box with a thin black border, intended for the student to sketch a simple map of their route. The box is currently blank.

## **Creative Discussion**

What was the most surprising thing you found in the Labyrinth?

How do you think the artists designed it to make people explore and play?

If you could add one new feature to the Labyrinth, what would it be and why?

## The Science Of Sliding

### Grades: Kindergarten-Second



#### Materials:

- Clipboard
- Worksheet
- Pencil
- Phone Timer (Teacher Led)

#### Learning Objectives:

Students will notice how slides can look and feel different, predict which slide will be the fastest, explore how slides can go either slow or fast.

**Part One:** Slide Look & Draw (5 minutes) - Students will look at two different slides and draw a picture on their worksheets. Teachers will ask them guiding questions verbally: Is the slide straight or curvy? Is it tall or short? Is it wide or narrow? Students will then make a prediction by circling the slide they think will go the fastest.

**Part Two:** Students will go down the two slides. On the worksheet they will then draw or write how they felt going down the slides; The teacher will then have students discuss the following questions: Which slide did you like best? Which slide was the fastest? What did it feel like going down the slide?

# The Science Of Sliding

Name: \_\_\_\_\_

**Slide One**

**Slide Two**

**It Made Me Feel:**

**It Made Me Feel:**



## The Science Of Sliding: Motion, Design, and Discovery



**Grades: Third - Eighth**

### **Materials Needed:**

- Clipboard
- Worksheet
- Timer
- Pencil

### **Learning Objectives**

Students will explore how design, shape, and materials affect speed and motion.

**Part One:** Observation Warm Up - Students will take a close look at two different slides in the museum. They will answer questions about the two slides and make a prediction about which slide will be the fastest.

**Part Two:** The Sliding Experiment. Students will go down the two slides and record their experience.

## Slide Observation

Name: \_\_\_\_\_

	Slide #1	Slide #2
How are the slides different in shape or design?		
What materials are they made from?		
How do you think these materials feel?		
Which slide do you think will go faster? Why?		

### The Sliding Experiment

Directions: Choose two slides to compare, for each slide record: How long your slide takes (use a timer or count seconds), how it feels (fast, slow, bumpy, twisty), and how you went down the slide (sitting/laying down)

Slide Name	Time (Seconds)	Speed Feeling	Body Position



**Underground Explorers: Discovering the Art & Science of the Caves**  
**Grades: Third - Eighth**



**Materials:**

- Clipboard
- Pencil
- Worksheet

**Learning Objectives:**

Students will observe and describe textures, patterns, and designs within the caves.

**Part One: Observation and Discovery-** Students will walk through the caves and pause at three different spots to observe closely and write their observations.

**Part Two: Design Challenge-** Students will imagine they are designing a new cave room.

Observation & Discovery: The Caves

Name: \_\_\_\_\_

	Spot #1	Spot #2	Spot #3
What do you notice about the walls and ceilings?			
How does the lighting change?			
What sounds do you hear?			
How does the temperature or air feel compared to other parts of the museum?			

How do you think the artists and builders made these shapes and textures?

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What was your favorite part of the caves?

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## Design Challenge

Name: \_\_\_\_\_

**Directions:** Imagine you are designing a new cave room. Think about what the theme of the cave would be, what would the visitors see, hear, or feel as they explored it?

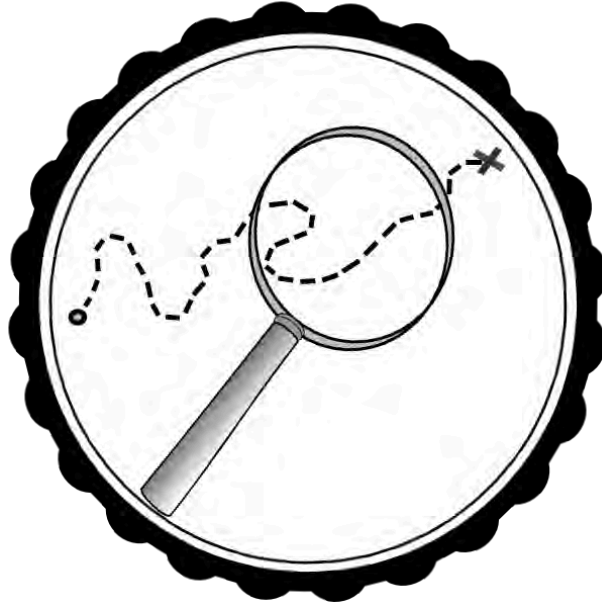
**Design and Note Area:**





## Scavenger Hunt

Grades: Kindergarten - Eighth



Materials:

- Clipboard
- Hunt Sheet
- Pencils

Learning Objective: Students will explore the museum and work together to observe and take notes on what they have found!

### How to run it:

- Assign each small team a clipboard and a “hunt sheet.”
- Give them 20–30 min to explore and find as many items as possible.
- When they find an item: draw it, then write a few words or sentences about what it is.

## Scavenger Hunt

Names: \_\_\_\_\_

Directions: Find and check off as many items as you can!

Use the second worksheet to draw and write a few words to what you found.

- 1. A slide going more than two stories down
- 2. A place made of reused metal, wood, or old building parts
- 3. A tunnel or cave entrance
- 4. A sculpture made from old pieces
- 5. A hidden corner or “secret” space
- 6. A spot where you can climb up and look out
- 7. Something that is bigger than usual
- 8. Artwork with bright colors
- 9. A texture that feels bumpy, smooth, or rough
- 10. A fish shaped object
- 11. Something that glows or lights up
- 12. Something that moves
- 13. Something that looks new
- 14. Something that makes you say “WOW”

# Scavenger Hunt- Note/Draw Sheet

1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.



## Spotlight/Sharing Circle

Grades: Kindergarten - Eighth



If time or class size does not permit scavenger hunts, you can do a guided spotlight walk and a whole class discussion.

### How To Run It:

Lead small groups (or the whole class) to 5–8 well-chosen spots in the museum (interesting sculptures, tunnels, slides, reused-material art, caves, rooftop views, etc.)

At each stop, pause for 2–3 minutes: ask students to look around, think about how the space feels (safe, exciting, weird, strange, fun), what materials they see, how shapes/textures are used. Note sheet for older students

Then at the end and have a sharing circle: “Which spot did you like most? Why?”; “What surprised you?”; “What do you think was reused to build this place?”

## Notes:

**Stop #1**

**Stop #2**

**Stop #3**

**Stop #4**

**Stop #5**

**Stop #6**

**Stop #7**

**Stop #8**

**Favorite thing you saw:**

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**Mystery Mission Cards**  
**Grades: Kindergarten - Fifth**



How it works:

Students are given mission cards and are to explore with their groups.

Mystery Mission Cards

<p>Find something shiny</p>	<p>Find something that looks old</p>	<p>Find something that looks new</p>
<p>Find something that makes you wonder “How did they build that?”</p>	<p>Find something that looks like an animal</p>	<p>Find something that is larger than normal</p>

**Rooftop Explores: Art, Engineering and Imagination In The Sky (Must have Rooftop Add-On Admission)**

**Grades: Third - Eighth**



Materials Needed:

- Clipboard
- Worksheets
- Pencil

Learning Objectives:

Students will identify and describe creative uses of space and materials in rooftop structures. Students will explore how art, design and engineering work together.

Part One: Design Detectives (15 Minutes): Students will take notes on the structures on the rooftop

Part Two: Skyline Sketch and Perspective (10-15 minutes): Students will sketch what they see from the rooftop.

# Design Detectives

Name: \_\_\_\_\_

Directions: As you explore the rooftop, look closely at the structures and installations around you. Find and record.

## 1. One object made from reused or recycled materials

- What do you think it was before?
- How has it been transformed into art or structure?

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## 2. One structure that uses movement or height creatively.

- Describe what makes it exciting or challenging?
- What forces are at work (gravity or balance)?

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## 3. One connection to nature

- How does this element make the rooftop experience different from being indoors?

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## Skyline Sketch & Perspective

Name: \_\_\_\_\_

Directions: Find a safe viewing spot on the rooftop. Look out at the St. Louis skyline. Sketch what you see. Label at least three shapes or structures that stand out.

Sketch:



How do the shapes of the city and the rooftop art compare?

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**The Physics and Art of Play: Exploring the Pinball Hall (Must have Pinball Hall Add-On Admission)**

**Grades: Third - Eighth**



**Materials:**

- Pencil
- Clipboard
- Notesheet

**Learning Objectives:**

Students will observe how motion, force and angles affect the path of a pinball.

Part One: Observation and Discovery- Students will explore pinball machines and choose one to study closely

Part Two: Physics In Action- Students will focus on the pinball machine and how it works

Part Three: Creative Reflection-Students will sketch their own pinball machine

## Observation & Discovery

Name: \_\_\_\_\_

Directions: Explore several pinball machines and choose one to study closely. Then answer the following questions.

1. What theme does this pinball machine have? (space, music, fantasy, sports, etc.)

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2. List three design features that make this machine interesting (colors, lights, art, movement)

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3. What sound or music does it make? How does it add to the experience?

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4. What materials do you think the machine is made from (metal, glass, plastic, wood)?

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5. How do you think this machine was made?

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## Physics In Action

Name: \_\_\_\_\_

Directions: Focus on how the pinball moves and answer the following questions.

1. What causes the ball to start moving?

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2. What makes the ball change direction?

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3. When you pull back the plunger with different strength, what happens to the ball's path?

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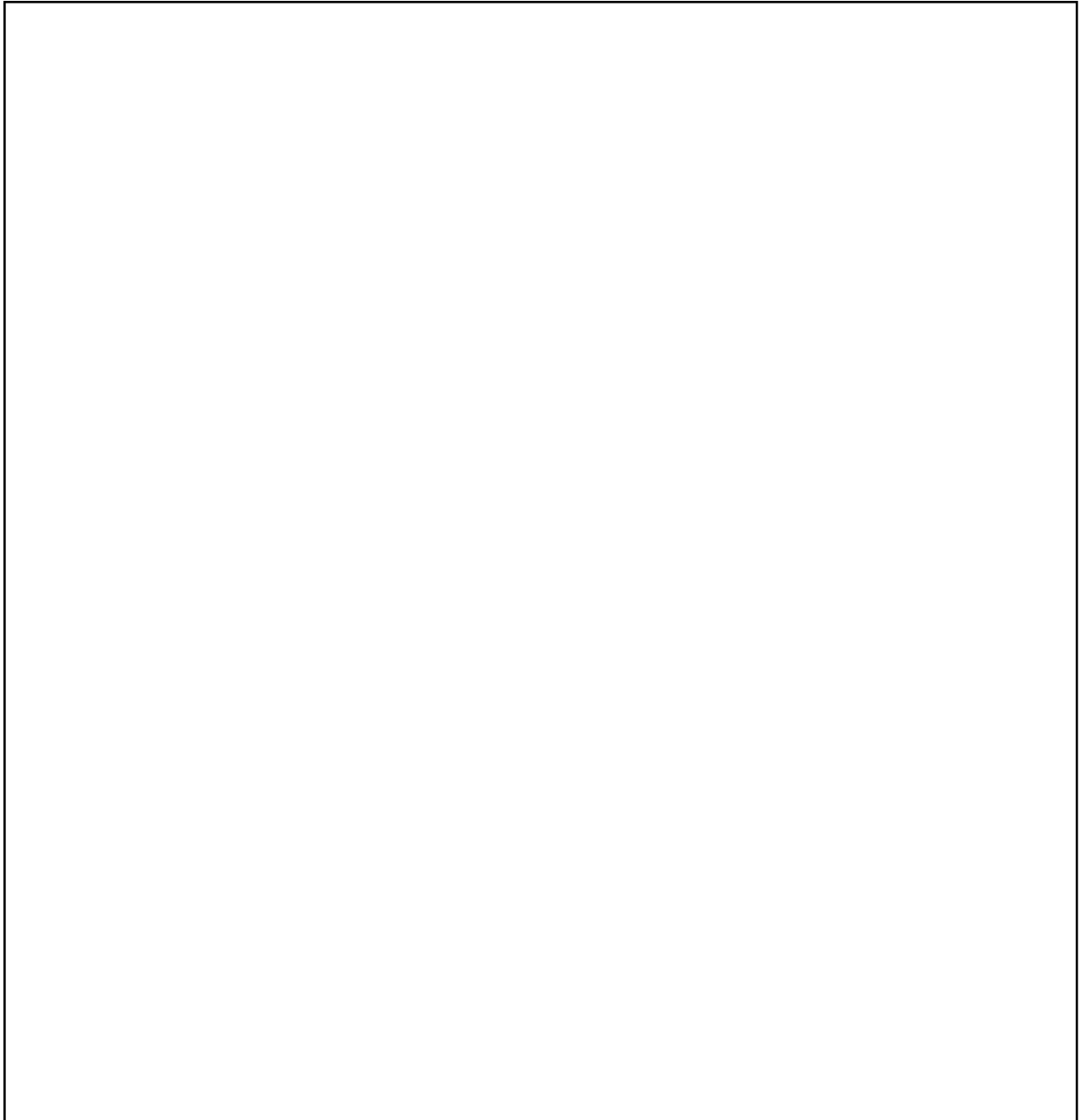
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4. Draw a simple diagram of the ball's movement path: label where it bounces, speeds up, or slows down.

## Creative Reflection

Name: \_\_\_\_\_

**Directions: Sketch your own pinball machine. Give it a name and theme. Think about what artwork, sound effect and obstacles you would include.**

A large, empty rectangular box with a thin black border, intended for a student to draw a sketch of a pinball machine. The box occupies most of the lower half of the page.

