Week of the Young Child: Work Together Wednesday

Building is lots of fun! It also helps children develop math and science concepts while they work on social skills.

Playful learning doesn't require expensive toys and fancy tech

gadgets. Some of the best items are those that invite open-ended, child-led play, such as blocks and play dough, and natural materials like sand, water, and pine cones. Almost anything, from plastic containers to pillows, can be a building toy, and can be used for sensory, creative, and dramatic play. Join your child for the most engaging experience.

Join the Block Party

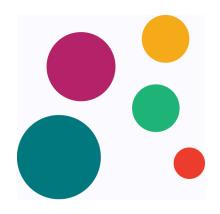
We have a great selection of developmentally appropriate block sets. We invite you and your child to sit at a table or on the floor, and see where the fun takes you.



Benefits of Block Play:

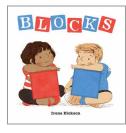
- Spatial language development (such as on, under, around)
- Exploration of basic physics concepts like balance
- Problem-solving, critical thinking, and creativity
- Early math skills such as shape, pattern, and sorting
- Promotion of social and emotional growth
- Motor skill development

Research shows that early math skills and spatial language knowledge are related to later success in math **and** reading.

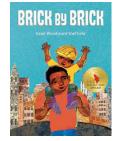


Let's Read

Have fun exploring these books about building, construction, and invention.











Blocks by Irene Dickson

Picture Book Concepts/Shapes and Sizes DIC

Brick Building Basics by Courtney Sanchez

Kids Nonfiction 688.725 S (Easy)

Brick by Brick by Heidi Woodward Sheffield

Picture Book All About Me/My Family SHE

Rosie Revere, Engineer by Andrea Beaty Plcture Book Nature & Science BEA

Someone Builds the Dream by Lisa Wellington

Award Winners Picture Book WHE Monarch

Sources: <u>Building 21st-century skills block by block by Karen Liu, July 2014</u>, Community Playthings, <u>Navigating Spatial</u> Language with Preschoolers, Teaching Young Children, Winter 2021 14(2), <u>NAEYC</u>, <u>10 things children learn from block</u> play, Young Children, <u>March 2015</u>, 70(1), <u>NAEYC</u>