

StoryStarter Community Curriculum Pack



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Tip: If you wish to integrate the StoryStarter Community Expansion Set elements into your StoryStarter Core Set, a StoryStarter Community Expansion Set sticker is provided to place on the storage box.



Introduction

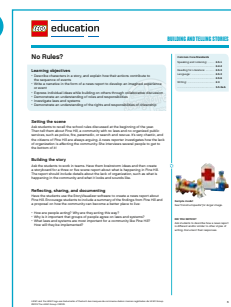
LEGO® Education is pleased to bring you the Curriculum Pack for the 45103 StoryStarter Community Expansion Set. The StoryStarter Community Curriculum Pack offers activities around the exciting theme of community. Software assets designed specifically for the StoryStarter Community Expansion Set have been added to the StoryVisualizer software, therefore, please ensure the software has been downloaded after January 1, 2015.

It is recommended that you implement some or all the activities in the 2045100 StoryStarter Curriculum Pack before implementing the activities in this StoryStarter Community Curriculum Pack. Because teachers and students are familiar with the StoryStarter Core Set and activities, the StoryStarter Community Curriculum Pack activities are more condensed to allow for easy implementation.

What is it for?

The StoryStarter Community Expansion Set encompasses all the benefits of the StoryStarter Core Set while broadening its use by allowing students to explore social studies. The unique elements enable students to explore community and culture, learning about: roles and responsibilities, community systems, guidelines, social behavior, and communication. The StoryStarter Community Curriculum Pack highlights real-world relevance by asking students to read informational texts and communicate their learning to others thereby endowing students with the powerful skills of conducting research and interpreting findings. Below are the types and names of activities in the StoryStarter Community Curriculum Pack and a concise description of each:

- Building and Telling Stories:
 - **No Rules?** Students explore the reasons for rules and systems as they imagine what a community would be like without them.
- Roles and Responsibilities:
 - **Garbage, Garbage, Everywhere!** Students gain an understanding and appreciation for various roles and responsibilities in a community as well as discuss waste and recycling.
 - **Community Crisis** Students gain an understanding of businesses, personal responsibility, and helping others in a community.
- Research and Report:
 - **Convincing the Community Council** Students delve into persuasive and informational writing as they research various medias and incorporate this information into their own writing.
 - **The Latest Technology** Students research technology and advertisements and create their own.
 - **What's My Part?** Students research projects, charities, and organizations and discuss the impact they have on a community.



Assessment

Assessment can be conducted in a variety of ways using the StoryStarter Community Expansion Set:

- The sample rubric in the StoryStarter Curriculum Pack can be adapted and used with the StoryStarter Community Curriculum Pack.
- Each activity contains a “Did you notice?” section in the sidebar with concrete tips to supplement formative assessment.
- The StoryVisualizer software is an excellent tool for reviewing students' stories in a portfolio.

The image shows a screenshot of a LEGO Education activity page. The page title is "Convincing the Community Council". It includes sections for "Learning objectives", "Setting the scene", "Building the city", "Reflecting, thinking, and discussing", and "What should students be able to do?". A circular callout on the right side of the page highlights a section titled "DID YOU NOTICE?". This section contains the text: "Ask students to explain which views they feel are most important to address and why. Document their responses." Above this text is a small image of a LEGO construction model and a "Sample model:" link that says "See 'Constructopedia' for larger image." The page also features a search bar and a sidebar with navigation options.

Curriculum Grid

The curriculum grid below shows how all the activities are linked to Common Core Standards in English Language Arts:

Activity Title	Type of Activity	Speaking and Listening	Reading for Literature	Reading for Informational Texts	Language	Writing
No Rules?	Building and Telling Stories	2-5.1	2-5.3		2-5.3	2.3
		2-4.4			2-5.6	3-5.3a-b
Garbage, Garbage, Everywhere!	Roles and Responsibilities	2-5.1	2-5.3		2-5.1	2.3
		2-4.4	2-5.6		2-5.3	3-5.3a-b
Community Crisis	Roles and Responsibilities	2-5.1	2-5.3		2-5.1	2-5.3
		2-4.4	2-5.6		2-5.3	
Convincing the Community Council	Research and Report	2-5.1	2-5.6	2-5.7	2-5.1	2.1
		2-5.2		2-5.8	2-5.6	3-5.1a-b
						2.2
						3-5.2a-b
						2-5.7
The Latest Technology	Research and Report	2-5.1	2-5.1	2-5.2	2-5.1	2.2
		2-5.2		2-5.7	2-5.6	3-5.2a-b
						2-5.7
						2-5.8
What's My Part?	Research and Report	2-5.1	2-5.1	2-5.2	2-5.1	2.2
		2-5.2		2-5.8	2-5.6	3-5.2a-b
						2-5.7
					2-5.8	

Cross-curricular learning objectives for social studies

- Demonstrate an understanding of roles and responsibilities
- Investigate laws and systems
- Demonstrate an understanding of the rights and responsibilities of citizenship
- Demonstrate an understanding of how to care for the environment
- Explore social responsibility and helping others
- Investigate the role of businesses in a community
- Demonstrate an understanding of the role of economics in a community
- Develop respect for different views
- Explore how humans interact with technology
- Demonstrate an understanding of people's needs

No Rules?

Learning objectives

- Describe characters in a story, and explain how their actions contribute to the sequence of events
- Write a narrative in the form of a news report to develop an imagined experience or event
- Express individual ideas while building on others through collaborative discussion
- Demonstrate an understanding of roles and responsibilities
- Investigate laws and systems
- Demonstrate an understanding of the rights and responsibilities of citizenship

Setting the scene

Ask students to recall the school rules discussed at the beginning of the year. Then tell them about Pine Hill, a community with no laws and no organized public services, such as police, fire, paramedic, or search and rescue. It's very chaotic, and the citizens of Pine Hill are always arguing. A news reporter investigates how the lack of organization is affecting the community. She interviews several people to get to the bottom of it!

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three or five scene report about what is happening in Pine Hill. The report should include details about the lack of organization, such as what is happening in the community and what it looks and sounds like.

Reflecting, sharing, and documenting

Have the students use the StoryVisualizer software to create a news report about Pine Hill. Encourage students to include a summary of the findings from Pine Hill and a proposal on how the community can become a better place to live:

- How are people acting? Why are they acting this way?
- Why is it important that groups of people agree on laws and systems?
- What laws and systems are most important for a community like Pine Hill? How will they be implemented?

Common Core Standards

Speaking and Listening:	2-5.1
.....	2-4.4
Reading for Literature:	2-5.3
Language:	2-5.3
.....	2-5.6
Writing:	2.3
.....	3-5.3a-b



Sample model:

See "Constructopedia" for larger image.

DID YOU NOTICE?

Ask students to describe how a news report is different and/or similar to other styles of writing. Document their responses.

Garbage, Garbage, Everywhere!

Learning objectives

- Create dialogue around experiences, events, and the characters' responses to given situations
- Choose words, phrases, dialects, and punctuation that add expression and effect
- Write a narrative using descriptive details and feelings to develop events or the responses of story characters to different situations
- Write a short, fictitious biography
- Demonstrate an understanding of how to care for the environment
- Demonstrate an understanding of roles and responsibilities
- Explore social responsibility and helping others

Setting the scene

Ronnie Riley has been collecting garbage for the past fifteen years and saving every penny. Mr. Riley's old, worn-out garbage truck just broke down again! He is so tired of garbage that he decides to use his savings and go on a three-week vacation to the Bahamas immediately, leaving the broken truck behind. Without Mr. Riley, the garbage piles up. Main Street is now Moldy Street, and the Town Square is now the Town Squalor! The community members see what an important role Mr. Riley played, but is their appreciation too late?

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three or five scene drama depicting what happens when the garbage is not collected, including details about the problems this creates and a possible solution: What will happen if the garbage continues to pile up? What problems does this create for the community? How can they solve these problems? Ask students to consider the possibility of a recycling program and what this would entail.

Reflecting, sharing, and documenting

Have the students use the StoryVisualizer software to document their scenes and write a short biography on Mr. Riley; they can create facts about his life to include in the biography but focus mostly on his role in the community:

- Why is Mr. Riley's role important to the community?
- How did he feel before and after he left? Was he treated differently?
- How does garbage and recycling affect the community? What can community members do?

Common Core Standards

Speaking and Listening:	2-5.1
.....	2-4.4
Reading for Literature:	2-5.3
.....	2-5.6
Language:	2-5.1
.....	2-5.3
Writing:	2.3
.....	3-5.3a-b



Sample model:
See "Constructopedia" for larger image.

DID YOU NOTICE?

Ask students to describe characteristics of biographies; what information do they contain? Document their responses.

Community Crisis

Learning objectives

- Describe characters in a story, and explain how their actions contribute to a sequence of events
- Imagine and communicate a sequence of events
- Create a drama using descriptive details and feelings to develop events or the responses of characters to different situations
- Distinguish between formal and informal language when speaking and writing
- Demonstrate an understanding of roles and responsibilities
- Investigate the role of businesses in a community
- Demonstrate an understanding of the role of economics in a community

Setting the scene

There's smoke coming from a building in the center of town, and the community is horrified to find out Barney's Bakery is on fire! Luckily no one is hurt, but the bakery is destroyed, and Barney is devastated. Barney's Bakery has been in business for twenty-five years! Over the years, Barney has been responsible for providing sandwiches for school lunches, croissants for company meetings, pizzas for local parties, and pastries and cakes for big events in the community.

The community never realized what an important business Barney ran until he could no longer produce all his wonderful food. Now the community is determined to get Barney back on his feet, but what can they do to help?

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three or five scene drama depicting how the community comes together to help Barney.

Reflecting, sharing, and documenting

Have the students use the StoryVisualizer software to document their drama; have students write a letter from the community to Barney expressing their newfound appreciation for the importance of his business:

- Why is Barney's business important to the community?
- What services and products does he provide? How does the community feel without them?

Common Core Standards

Speaking and Listening:	2-5.1
.....	2-4.4
Reading for Literature:	2-5.3
.....	2-5.6
Language:	2-5.1
.....	2-5.3
Writing:	2-5.3



Sample model:
See "Constructopedia" for larger image.

DID YOU NOTICE?

Ask students to explain the characteristics of letters and how they incorporate them into their writing. Document their responses.

Convincing the Community Council

Learning objectives

- Gather and interpret information from non-fictional texts
- Analyze commercials and the techniques they use to persuade consumers
- Write a persuasive script, supporting one point of view with reasons and information
- Distinguish between formal and informal language when speaking and writing
- Develop respect for different views
- Demonstrate an understanding of the rights and responsibilities of citizenship

Setting the scene

Mrs. McDonovan has been teaching fourth grade for twenty years but is ready for a new and exciting challenge. She would like to become part of the well-respected community council. Candidates for the community council must submit a video application explaining why they would be a valuable addition to the council.

Mrs. McDonovan believes her unique experience and point of view can help her community become a wonderful place to live but she has to convince the current council members. Ask students to work in teams to research media forms, such as TV commercials or campaign ads, which use persuasive language and argumentation.

Building the story

Ask the students to continue to work in teams. Have them brainstorm ideas and then create a storyboard for a three or five scene video which convinces the council to include Mrs. McDonovan. Have students consider how Mrs. McDonovan's skills and actions in her video prove she is a valuable member of the community.

Reflecting, sharing, and documenting

Have the students use the StoryVisualizer software to document their videos. Encourage students to write a script for the video, including details to support Mrs. McDonovan's statements. Then ask students to shoot their own video, taking into consideration the most positive and persuasive techniques:

- What issues does the audience care about?
- How does the video address these issues?
- What type of language does Mrs. McDonovan use and why?

Common Core Standards

Speaking and Listening:	2-5.1
.....	2-5.2
Reading for Literature:	2-5.6
Reading for Informational Text:	2-5.7
.....	2-5.8
Language:	2-5.1
.....	2-5.6
Writing:	2.1
.....	3-5.1a-b
.....	2.2
.....	3-5.2a-b
.....	2-5.7
.....	2-5.8



Sample model:
See "Constructopedia" for larger image.

DID YOU NOTICE?

Ask students to explain which views they feel are most important to address and why. Document their responses.

The Latest Technology

Learning objectives

- Gather and interpret information from non-fictional texts
- Determine the main facts and supporting details of a text read aloud or information presented in diverse media (non-fiction)
- Integrate information from multiple texts into original written pieces
- Write an advertisement with details and information
- Identify specific input and criteria and use this to create stories
- Explore how humans interact with technology
- Investigate the role of businesses in a community

Setting the scene

Some communities utilize new technology. Ask students to work in teams. Have each team reflect on the technologies they use in their everyday lives. Then ask them to pick one and research the history of the creation of that technology. Students should consult multiple sources to answer questions, such as: Where and when was the idea for the technology conceived? What company or individual is responsible for the technology? How has it evolved since its creation?

Building the story

Ask the students to continue to work in teams. Have them brainstorm ideas and then create a storyboard for a three or five scene report about the technology they researched or a fictitious, new technological invention. Encourage students to consider how it looks and works as well as how the technology impacts the community.

Reflecting, sharing, and documenting

Have the students use the StoryVisualizer software to create a product advertisement for their technological invention:

- What are the highlights of the product?
- Why do people buy this product?
- How much does it cost?
- What is the impact of the product?

Have students share their ads with the class and vote on which one they would most likely buy.

Common Core Standards

Speaking and Listening:	2-5.1
.....	2-5.2
Reading for Literature:	2-5.1
Reading for Informational Text:	2-5.2
.....	2-5.7
Language:	2-5.1
.....	2-5.6
Writing:	2.2
.....	3-5.2a-b
.....	2-5.7
.....	2-5.8



Sample model:
See "Constructopedia" for larger image.

DID YOU NOTICE?

Ask students to demonstrate how they use persuasive techniques in their advertisements and document their responses.

What's My Part?

Learning objectives

- Gather and interpret information from non-fictional texts
- Determine the main facts and supporting details of a text read aloud or information presented in diverse media (non-fiction)
- Communicate information through infographics
- Imagine and communicate a sequence of events
- Distinguish between formal and informal language when speaking and writing
- Explore social responsibility and helping others
- Demonstrate an understanding of people's needs

Setting the scene

Everyone has basic needs, such as food, clothing, and a home. But some people in a community do not have those needs met. Discuss citizenship and the inherent social responsibility to help each other. Many people take responsibility to aid others through nonprofit projects, charities, and organizations. Even students have contributed time and effort to this kind of work.

Have students research a project, charity, or organization whose mission is to help others. They may choose one which involves students their own age.

Building the story

Ask the students to work in teams. Have them brainstorm ideas for their very own project, charity, or organization. Have students build a three or five scene story depicting the actions of their project, charity, or organization as well as the impact it has on the community. Ask them to consider their personal role and what responsibilities they have.

Reflecting, sharing, and documenting

Have the students use the StoryVisualizer software to create an infographic (information graphic, which depicts information in a clear, simple manner often through visuals), which brings awareness to their project, charity, or organization:

- What are the most important aspects for the project, charity, or organization to communicate? Think about its mission and actions.
- How do you want others to get involved? What can others do to contribute?
- What impact does the project, charity, or organization have on the community?

Common Core Standards

Speaking and Listening:	2-5.1
.....	2-5.2
Reading for Literature:	2-5.1
Reading for Informational Text:	2-5.2
.....	2-5.8
Language:	2-5.1
.....	2-5.6
Writing:	2.2
.....	3-5.2a-b
.....	2-5.7
.....	2-5.8



Sample model:
See "Constructopedia" for larger image.

DID YOU NOTICE?

Ask students to describe how their infographic represents the information about their project, charity, or organization and document their responses.

Building the Story: Additional Ideas

Below are prompts to inspire even more activities:

1. Pretend that a house in the community is for sale. Build a story about the process of selling and buying a house. Using the StoryVisualizer software, create a flyer for the house.
2. Build a story depicting a historical building which might be torn down. Using the StoryVisualizer software, write an official plea for it to be saved.
3. The elderly woman next door has lost her cat. Build a story about the process of finding the cat, and create "missing" posters using the StoryVisualizer software.
4. Build a story about a hero in the school community. Write a news report about the hero's most recent activities using the StoryVisualizer software.
5. Build a story depicting your vision of the perfect community. Use the StoryVisualizer software to create a detailed description.
6. The local Scouts have planned a day supporting the elderly in their community. Build a story depicting what is needed, what they do, and how they help out. Document the story using the StoryVisualizer software.
7. Community theater is an important part of communities. Build a story about this year's most amazing show created and performed by locals. Using the StoryVisualizer software, create an advertisement for the show.
8. Investigate and build a story about how your community started and developed. Using the StoryVisualizer software, create an advertisement convincing other families to move to your community.
9. Build a scene that depicts the less dramatic part of a police officer's or firefighter's job. Use the StoryVisualizer software to write about their other activities besides arresting criminals or putting out fires.



Sample model:
See "Constructopedia" for larger image.











Sample model:
See "Constructopedia" for larger image.




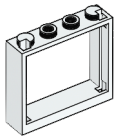
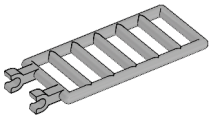




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 5x 6024018	 5x 4120158	 5x 4650879	 5x 4261301
 5x 6023650	 5x 4543857	 5x 4211740	 5x 4549621
 5x 4603517	 5x 6005772	 5x 4512743	 5x 6008100


CHARACTERS

 5x 4261117	 5x 390001	 5x 4211157	 5x 6076806
 5x 4289304	 5x 434921	 5x 459921	 5x 6017003
 5x 4273743	 5x 4119478	 5x 4119479	 5x 6102555
 5x 4626650	 5x 4106552	 5x 4295260	

PROPS

 5x 6003002	 10x 4530590	 5x 4275673
 5x 408324	 5x 4114348	

SETTING

 5x 6092585	 5x 474026	 5x 3003126
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DETAILS



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