COMMON CORE STATE STANDARDS
Speaking & listening
Language
StoryStarter
Reading
Writing
LEGO® EDUCATION

StoryStarter
Curriculum Pack



StoryStarter
2045100
38499

LEGO education

Your *StoryVisualizer* Software Login

Thank you for ordering LEGO® Education StoryStarter. Please use the URL below and 18-digit activation code on the front cover to download your software.

To download the *StoryVisualizer* software:

1. Use the following link to access the software the first time: **http://legoeducation.com/LERO**.
2. On the activation screen in the "Activate the product using email address" area, enter the 18-digit activation code into the Code field. Enter an email address that will be used to send a link to download the software files. After retyping your email address, click Next.
3. When the contact information area appears, complete all fields and click Send.
4. Access your email inbox and open the email sent to you.
5. Click the URL within the email to gain access to your *StoryVisualizer* software.

Note: To locate the instructions and activation code for the tablet software, download the corresponding PDF located under **Other downloads**.

After following the steps above, you will be able to download a PDF file of the StoryStarter Curriculum Pack. For the US English version, please use the file **StoryStarter Curriculum 1.1 EN-US.pdf**.

If you lose your registration information, please contact 800-362-4308 for support or assistance in retrieving your activation code.

Have fun building – We all have a story to tell.

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Table of Contents

1. Introduction

Who is the material for? 4
What is it for? 4
What is it? 5
StoryStarter Core Set 5
The Spinner 7
How to use it 8
Types of activities 8
Activity structure 10
The 4 Ws model 12

2. Curriculum

Curriculum 13
Curriculum grid 14
Common Core Standards 16
Rubrics 18

3. StoryVisualizer Software

StoryVisualizer software in the classroom 20
System requirements 21
How to install *StoryVisualizer* 22
StoryVisualizer software details 23
Working with default layout templates 24
Working with custom layout templates 24
Working with text 25
Working with images 26
Working with image masking 27
Working with image capturing 28
Working with other image devices 29
Working with clip art 29
Saving and publishing 30
Create new projects or open a project file 30

4. Tips & Tricks

Constructopedia 31
Backdrops 32
Hints for photographers 32
Spinner building instructions 33
Constructopedia models 34

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5. Activities

Getting Started

Get Spinning, Get Going 41
Set the Mood 43

Day-to-Day Storytelling

What a Great Experience! 45
Free the Tree 47
Viola the Volcano Pops 49
The Old Man's Gift 52
Runaway Kitten 54
Driftwood Island 56
Winter Wonderland 58
A Super Stadium 61
Come on Campfire 64
Breaking Out News 67
Circus S'Cool 70

Building and Telling Stories

Sticky Situations 73
Shy Simon Skating in the Park 76
Rivet the Lonely Robot 79
William Has a Dream 82
The Very Secret Map 85
Pick Me, Pick Me! 88
A Night in the Museum 91

Retelling and Analyzing Stories

The Little Mermaid 94
Oh Woe and Horror 96
My Own Little Poem 98
The Long Legend 100

6. FAQ 102

7. LEGO® Element Survey 104

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Introduction

LEGO® Education is pleased to bring you the Curriculum Pack for the 45100 StoryStarter Core Set.



Who is the material for?

StoryStarter is designed for elementary schools, Grades 2-5, targeting the English Language Arts curriculum. The StoryStarter solution is designed to develop skills in speaking and listening, reading, language, writing, and areas of technology and digital learning.



What is it for?

StoryStarter is a unique, creative learning tool that provides narrative experiences for students and empowers them to create stories in a natural way. It enhances speaking, listening, reading, writing, and comprehension skills. The StoryStarter solution gets students involved right from the start, motivating them to use their imagination to develop and create narratives, characters, and storylines.

Storytelling and story-making, within a supportive structure, are powerful tools for improving literacy and encouraging students to confidently communicate stories, tales, and events from daily life. Sequencing events in a natural order promotes understanding and stimulates the imagination, encouraging creativity and helping students to come up with innovative new ideas.

Students develop skills in English Language Arts and in creative and critical thinking as they work with hands-on storyboarding, scene creation, objects and creatures, characterization, dialogue creation, exciting action and suspense storylines, predetermined openings and endings, timelines, and sequenced events. The learning scenarios—which can be set according to the educational level of the students—embrace diversity and encourage students to collaborate and share ideas, concepts, and experiences.

The StoryStarter solution will enable students to:

- Speak with confidence in a range of contexts.
- Create, sequence, and retell stories.
- Enhance their speaking, listening, and comprehension skills.
- Develop their reading and writing skills.
- Analyze stories, characters, and plots.
- Identify and understand the concept of genres.
- Naturally integrate technology and digital learning.

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What is it?

The StoryStarter solution consists of a set of LEGO® elements packaged in a sturdy storage box with two element trays, a sticker sheet, and an element survey that can be used as a checklist to make classroom management easier. A StoryStarter solution caters for five students collaborating to create stories.



The solution also includes a Curriculum Pack and *StoryVisualizer* software to introduce the 24 activities, which encompass a wide range of the English Language Arts curriculum. The material is also suitable for use in broader cross-curricular applications.



StoryStarter Core Set

The StoryStarter Core Set consists of 1,144 carefully selected LEGO elements, including assorted characters, animals, accessories, iconic elements, basic bricks, building plates for creating up to five story scenes, and one extra building plate for building the StoryStarter spinner. The set also includes two element trays with separate compartments for sorting the elements into categories. The compartments are designed to provide some form of structure to the story-making process. Elements can be sorted in many different ways; there is no right or wrong. However, we recommend you spend a little time organizing the elements either in line with the labeling guidelines shown here or according to a system of your own:



Characters

This compartment could contain animals and elements for building characters, such as heads, torsos, legs, hair, and hats.



Props

This compartment contains objects that the characters can hold, such as food, tools, fire, water, crystal, and other elements. It could also be used for iconic elements, such as chains, wheel parts, boxes, and flags.



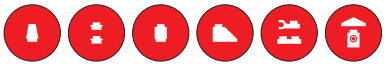
Setting

This compartment could contain a selection of basic LEGO bricks for the creation of scenes and scenarios that depict plant life and vegetation.



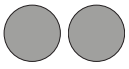
Details

This compartment could contain a mixture of smaller elements for adding finer details to a scenario.



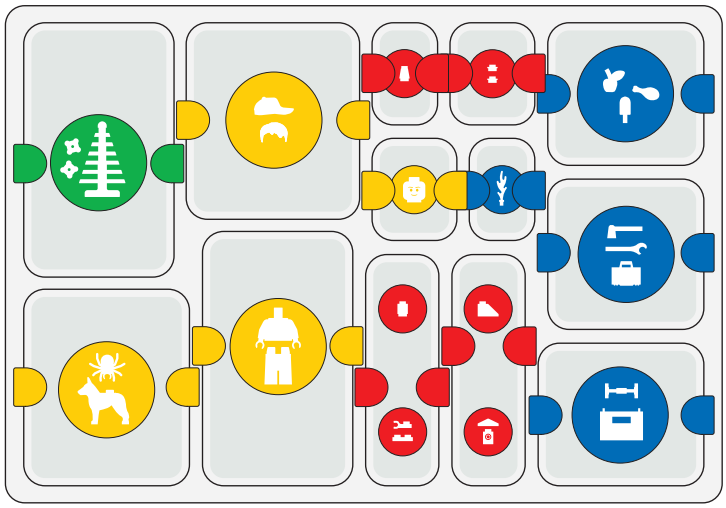
Scenes

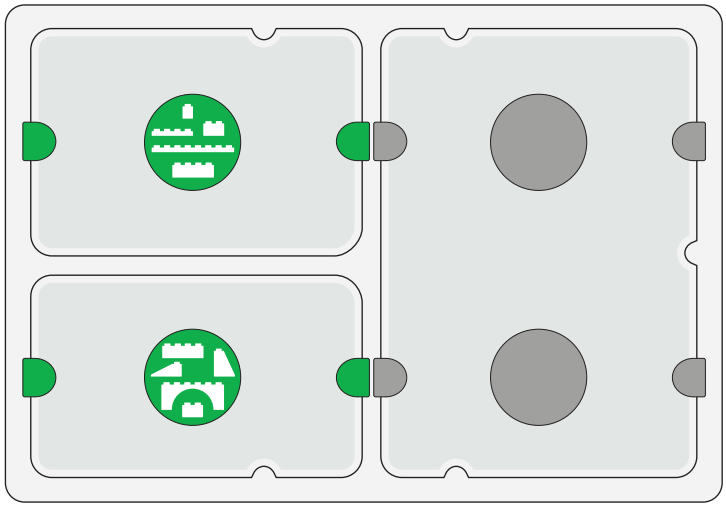
This compartment could contain the building plates for scene creation, along with the elements and the building plate for building the StoryStarter spinner. Scenes are referred to as "scene structures." Each scene structure uses one building plate. A StoryStarter story can consist of one, three, or five scene structures.



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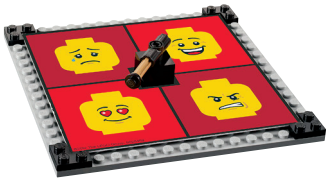
Attach the stickers
Begin by attaching the stickers to the relevant compartments as shown. Then, sort the elements into the compartments. This process may take some time but will, from an educational point of view, greatly benefit the learning situation in the classroom.





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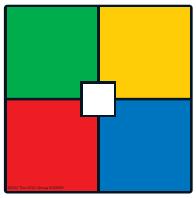
The Spinner



A unique spinner with four spinner cards (two cards illustrated on both sides) allows students to construct a story by introducing characters, a setting, and a plot. The spinner is an attractive gaming device that adds an element of chance and is fun to use. It helps to motivate the students to get started and injects variation and creativity into the story-making process.

The four spinner cards are:

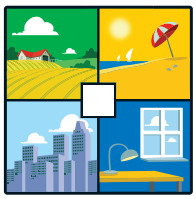
Category spinner



This spinner card provides a simple way of starting. Students spin and then pick elements from the color category that the spinner arrow points to:

- Green for setting
- Yellow for characters (students are allowed to choose a complete character or animal)
- Blue for props (students are allowed to choose a complete item, such as a flag and flagpole)
- Red for detailed elements

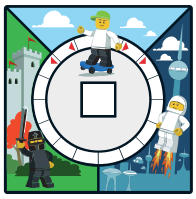
Setting spinner



This spinner card provides the choice of setting. Use the spinner to determine the setting for the story:

- Green for a park, wood, garden, or home setting
- Yellow for a beach, desert, island, or a hot or exotic setting
- Blue for inside, outside, sea, or river setting
- Light blue for town, village, or foreign setting

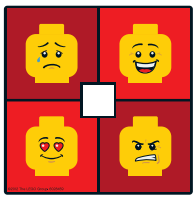
Time spinner



This spinner card determines the time period in which the story takes place:

- Green (past)
- Light blue (present)
- Dark blue (future)

Mood spinner



This spinner card determines the mood of the characters and the story in general. Use the spinner to find out if the story will be:

- Sad (upper left)
- Happy (upper right)
- Romantic (lower left)
- Angry (lower right)

The students can also make their own spinner cards to fit their exact needs.

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How to use it

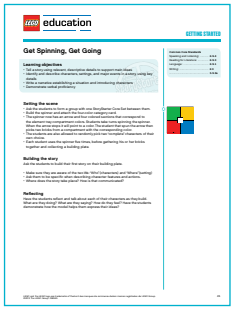
Types of activities

There are four types of activities:

- Getting Started
- Day-to-Day Storytelling
- Building and Telling Stories
- Retelling and Analyzing Stories

Getting Started

It is very important that students familiarize themselves with the materials and get to know and recognize the individual elements and how they work. If they are not sufficiently familiar with the materials, they will not be able to utilize them constructively during the story-making process. Getting Started activities focus on this and are designed to facilitate a "quick start."



Day-to-Day Storytelling

These activities give the teacher an opportunity to have the students talk about relevant events and experiences, such as birthday parties, field trips, TV documentaries, community-related events, and book or article reviews. The examples included under "Setting the scene" present problem scenarios where the students build a single scene structure.



Building and Telling Stories

With these activities, students explore the basic elements of a story's structure. A general story structure—often referred to as a "story arc"—consists of different scenes. Each scene represents an independent part of the story sequence.

Depending on the students' grade and ability level, a story structure can include three scene structures—a beginning (setup), a middle (action), and an end (resolution)—or five scene structures consisting of a beginning, a buildup, a climax, a resolution, and an end. A story can be created by up to five students, who collaboratively decide on a story flow and then each individual student builds one of the scene structures of a story.



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Retelling and Analyzing Stories
These activities provide an opportunity to adapt well-known stories to suit students' ability levels, and provide a foundation on which to analyze and work with different genres. Read a story to the students and ask them to rebuild and retell the plot. Use this to analyze features of genres and character analysis.

Students can also add their own action sequences and endings. Adding a new beginning to a well-known story is also feasible, as is changing the characters' feelings, moods, and the story setting. Students can then explore the consequences and the effect the changes might have on the plot and story sequence.


education
RETELLING AND ANALYZING STORIES
The Little Mermaid

Activity routes

All of the above activities can be seen as a library of resources and can be used randomly according to the curriculum area of focus, the preferences of the individual teacher, and grade level. However, it is recommended to begin with the Getting Started activities, followed by a selection of the Day-to-Day Storytelling activities combined with the Building and Telling Stories activities. This assures a natural progression toward acquiring story-making skills. The Retelling and Analyzing Stories activities can be introduced at any stage of the process.

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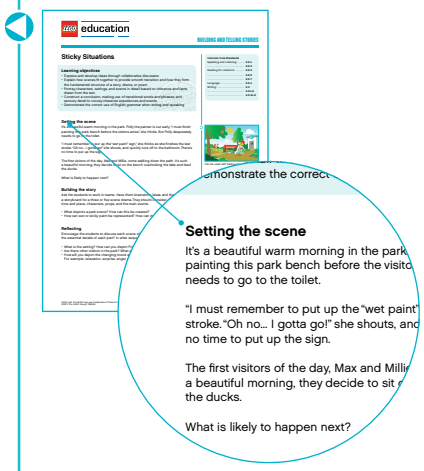
Activity structure

Each individual activity is structured to provide a natural learning flow and a successful learning experience:

Setting the scene

Setting the scene consists of a StoryStarter with an open-ended problem scenario. This can be read aloud or simply retold using the StoryStarter illustration as support. The illustrations intentionally avoid defining a specific outcome. The aim is to promote discussion and for the students to determine the course of the story arc.

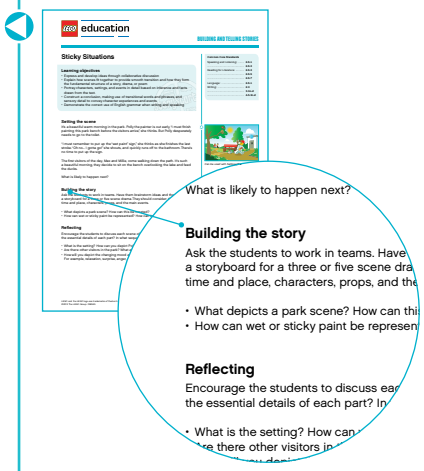
There is usually an issue, problem, challenge, or opportunity embedded in the text or in the supporting illustration, where provided. It is always non-specific. This will be sufficient guidance for advanced students. Further guidance for less advanced students is found in the "Building the story" and "Reflecting" sections. Ask students to comment on their understanding of the issues, and have them suggest possible solutions.



Building the story

Building with LEGO® bricks is an organic and fluid process. Students can make plans using a sheet of paper, a storyboard, or just their minds. But their plans will evolve naturally as new possibilities emerge during the construction process.

As the students start building, they will gradually settle on characters, the setting, props, and how the story should progress—including whether they should build one, three, or five scene structures.



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Reflecting
Reflecting entails revising, modifying, questioning, adapting, and further building. The students' task is to create powerful and evocative physical scenarios in which engaging and varied characters act out a set of sequences. During the process of building and reflecting, students communicate, express, and develop important language skills.



As they build, new dramatic possibilities will emerge that they could not have predicted in a storyboard or in early drafts of dialogue. To accommodate this, students should not stringently follow a predetermined plan. They should communicate and develop the story as they build.

Help the students to stay on task as they reflect on their work, and look out for focus curriculum aspects in writing pieces created using the *StoryVisualizer* software.

Here are some general questions that can be used to help students self-evaluate as they build. These questions can also help gain insight into their level of sophistication in demonstrating particular curriculum outcomes:

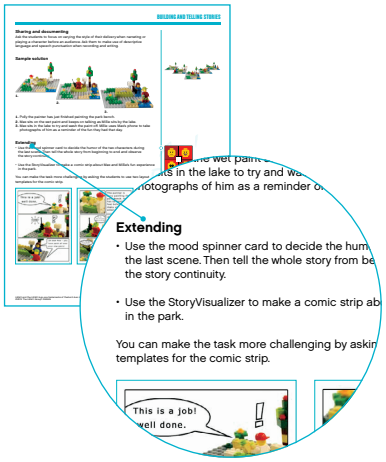
- Can you briefly describe the overall scenario and plot?
- Out of all the scenes you have designed, which is your favorite or most effective, and why?
- How are your characters feeling in each scene?
- How will you make those feelings show in your story?
- How are you building up the excitement in the story arc?
- Can you give a sneak preview of the dialogue and the language you will use? (actual examples of adjectives and descriptive words, pronouns, depending on what the learning focus is)
- Who is your favorite character in the story, and why?

Sharing and documenting
In the sharing and documenting process, students get to present their story sequences to an audience or to each other. Always allow questions after a presentation. Remind the students that all of the stories are unique and that a story is never "wrong," but can be clarified, adjusted, and expanded upon by the creator. A story can be presented showing the actual scene structures or using a projector presentation.



Recording and documenting of storyboards, stories, and learning outcomes can be drafted in handwriting before students go on to use the *StoryVisualizer* software.

Extending
The extending section employs additional ideas to build on the original concept and to develop the story further. These suggestions can be used for all students and provide extracurricular challenges and inspiration.

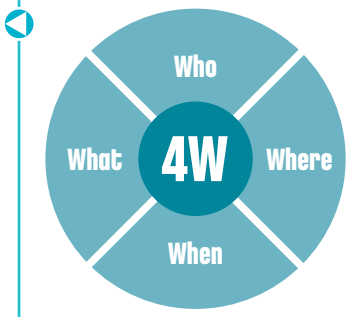


Extra software-supported activity ideas are also embraced in this section to provide further narration and writing experiences.

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The 4 Ws model

A 4 Ws model can be implemented with all of the activities. It provides structure to a story and helps students stay focused on the key story-making elements. Please emphasize that all four elements should be considered during the story-creation process.



Who is it about?
This question encourages students to think about the characters for a story.

Where does it take place?
This question encourages students to think about a suitable setting.

When does it take place?
This question encourages students to consider the time period in which the story is set.

What happens?
This question encourages students to focus on the plot description—the events that make up the story and the way in which they relate to one another in a pattern or sequence.

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Curriculum

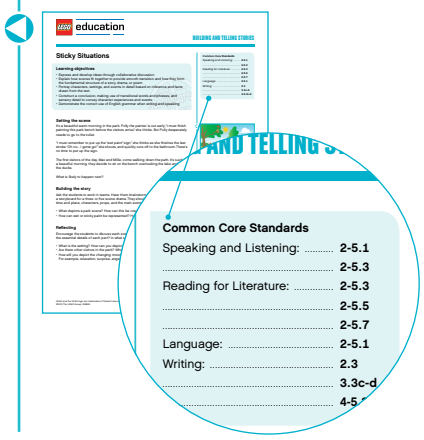
Common Core Standards

The Common Core Standards for English Language Arts form the starting point for all of the activity materials. Students develop a wide range of skills when actively exploring, creating, building, storytelling, inquiring, and communicating. StoryStarter helps students develop skills, knowledge, and understanding in the areas of Speaking and Listening, Reading, Language, and Writing, as depicted in the curriculum wheel below.



Each individual activity is designed to produce specific learning outcomes and matches specific grade-related Common Core Standards. This information is provided with each of the enclosed activities.

For further clarification, please refer to the Common Core Standards overview on pages 16-17.



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Curriculum grid

The curriculum grid below shows how all of 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
Get Spinning, Get Going	Getting Started	2-5.4	2-5.3		2-5.1	2.3
						3-5.3a
Set the Mood	Getting Started	2-5.4	2-5.7		2-5.1	2.3
			2-5.3			3-5.3b
What a Great Experience!	Day-to-Day Storytelling	2-5.4	2-5.6		2.1d	2-5.3
		2-5.5			3.1e	
					4.1b	
					5.1b	
Free the Tree	Day-to-Day Storytelling	2-5.3	2-5.6	2-5.3	2-5.3	2-5.1
						2-5.4
Viola the Volcano Pops	Day-to-Day Storytelling	2-5.2		2-5.2	2-5.3	2-5.3
				2-5.3		2-5.2
				2-5.6		
The Old Man's Gift	Day-to-Day Storytelling	4-5.3	2-5.2	2-5.9	2-5.3	2-5.3
		2-5.4	2-5.3			
Runaway Kitten	Day-to-Day Storytelling	2-5.4	2-5.2		2-5.3	2-5.3
			2-5.3		2-5.5	
			2-5.5			
Driftwood Island	Day-to-Day Storytelling	2-5.1	2-5.3	2-5.5	2-5.1	2-5.3
		2-5.4	2-5.5	2-5.7	2-5.5	
			2-5.6			
Winter Wonderland	Day-to-Day Storytelling	2-5.1	2-5.2	2-5.3	2-5.1	2-5.1
		2-5.4	2-5.3	2-5.6	2-5.3	
		2-5.6	2-5.6			
A Super Stadium	Day-to-Day Storytelling	2-5.2	2-5.3	2-5.2	2-5.2	2-5.2
		2-5.6	2-5.6	2-5.6	2-5.3	2-5.3
						2-5.1
Come on Campfire	Day-to-Day Storytelling	2-5.1	2-5.1	2-5.6	2-5.1	2-5.3
		2-5.4	2-5.3		2-5.3	2-5.6
		2-5.6				2-5.7
Breaking Out News	Day-to-Day Storytelling	2-5.3	2-5.3	2-5.5	2-5.3	2-5.3
		2-5.4	2-5.6	2-5.6		2-5.2
Circus S'Cool	Day-to-Day Storytelling	2-5.4		2-5.1	2.1d	2-5.3
					3.1e	2-5.4
					4.1b	2-5.7
						2-5.8

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Activity Title	Type of Activity	Speaking and Listening	Reading for Literature	Reading for Informational Texts	Language	Writing
Sticky Situations	Building and Telling Stories	2-5.1	2-5.3		2-5.1	2.3
		2-5.3	2-5.5			3.3c-d
			2-5.7			4-5.3c-d
Shy Simon Skating in the Park	Building and Telling Stories	2-5.1	2-5.3		2-5.1	2.3
		2-5.3	2-5.5			3.3c-d
			2-5.7			4-5.3c-d
			2-5.9			
Rivet the Lonely Robot	Building and Telling Stories	2-5.1	2-5.3	3-5.9	2-5.1	2.3
		2-5.3	2-5.5			3.3c-d
			2-5.7			4-5.3c-d
						2-5.7
William Has a Dream	Building and Telling Stories	2-5.1	2-5.3		2-5.1	2.3
		2-5.3	2-5.5			3.3c-d
			2-5.7			4-5.3c-d
The Very Secret Map	Building and Telling Stories	2-5.1	2-5.1		2-5.1	2-5.3
		2-5.3	2-5.3		2-5.5	2-5.6
			2-5.5			
			2-5.6			
Pick Me, Pick Me!	Building and Telling Stories	2-5.1	2-5.1		2-5.1	2-5.3
		2-5.4	2-5.2		2-5.3	2-5.6
			2-5.3		2-5.5	2-5.1
			2-5.6			
A Night in the Museum	Building and Telling Stories	2-5.1	2-5.1	2-5.3	2-5.1	2-5.3
		2-5.4	2-5.2	2-5.9	2-5.3	2-5.6
			2-5.3		2-5.5	
The Little Mermaid	Retelling and Analyzing Stories	2-5.1	2-5.2		2-5.5	2-5.3
		2-5.2	2-5.5			
			2-5.9			
			2-5.6			
Oh Woe and Horror	Retelling and Analyzing Stories	2-5.1	2-5.2		2-5.5	2-5.3
		2-5.2	2-5.3			4-5.9
		2-5.4	2-5.5			2-5.2
			2-5.9			
My Own Little Poem	Retelling and Analyzing Stories	2-5.1	2-5.2		2-5.5	2-5.4
		2-5.5	2-5.4			2-5.6
			2-5.5			
The Long Legend	Retelling and Analyzing Stories	2-5.1	2-5.2	2-5.3	2-5.3	2-5.3
		2-5.4	2-5.5			2-5.7
			2-5.7			
			2-5.9			

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Common Core Standards

SPEAKING AND LISTENING	
Comprehension and collaboration	
SL.CCR.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.CCR.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.CCR.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of knowledge and ideas	
SL.CCR.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.CCR.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.CCR.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
READING FOR LITERATURE, READING FOR INFORMATIONAL TEXTS	
Key ideas and detail	
RL/RI.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL/RI.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL/RI.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and structure	
RL/RI.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.
RL/RI.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL/RI.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of knowledge	
RL/RI.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL/RI.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL/RI.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of reading and level of text complexity	
RL/RI.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.

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LANGUAGE	
Conventions of standard English	
L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of language	
L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary acquisition and use	
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
WRITING	
Text types and purposes	
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
Production and distribution of writing	
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to build to present knowledge	
W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of writing	
W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Rubrics

Rubrics can be used effectively with the StoryStarter solution:

- To communicate clear expectations of students'
  - work quality
  - focus items
  - goals and objectives
- As a self-evaluation tool for students
- To help students become more self-sufficient and independent
- To provide students with feedback on projects or assignments
  - ongoing—keeping track
  - progress evaluation
  - grading final outcome

Rubrics will differ according to grade level and learning outcome. Enclosed is a sample of a rubric focusing on "point of view." This type of rubric can easily be adapted to suit any area of the curriculum, incorporating all the different types of grading systems.

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Rubrics

Elements	Level of Mastery 1	Level of Mastery 2	Level of Mastery 3	Level of Mastery 4	Score
Thinks about the character(s)	Identifies the character, but does not describe how the character might have felt	Describes how a character might have felt, but does NOT provide support for interpretation	Describes how a character might have felt and provides support to explain interpretation when asked	Describes how a character might have felt and offers detailed support to explain interpretation	
Identifies point of view	Has difficulty identifying the point of view	Identifies point of view	Identifies point of view and is able to connect it to the overall meaning of the story	Point of view is well developed and contributes to the overall meaning of the story	
Makes connections	Unable to share a relevant connection	Provides a relevant connection to story or character(s)	Uses the point of view to establish a relevant connection to the story or character(s)	Analyzes character(s) point of view to establish a deep connection to the story	

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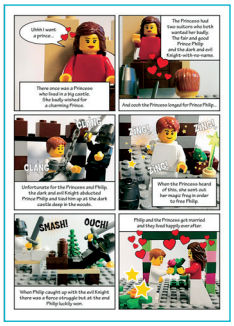
StoryVisualizer Software

StoryVisualizer software in the classroom

Students learn to use writing to describe real-life and fictional experiences and events, express and underpin their opinions, and demonstrate an understanding of the subjects they study. They learn to appreciate that one of the key purposes of writing is to communicate information to an external—sometimes unfamiliar—audience in a simple and easily understandable manner, and they gradually learn to adapt the style and content of their writing to suit the task at hand. Students also develop the capacity to acquire knowledge through research and to respond analytically to literary and informative sources. To achieve this level of competence, students must devote a significant amount of time and effort to writing and writing exercises.

Many students read fluently, but find it difficult to write. They have ideas but lack the written language skills they need to create a beginning, follow a sequence of ideas, and then draw their writing to a logical conclusion. These students like to draw pictures to support and illustrate their writing and communicate their ideas.

The *StoryVisualizer* software enables students to combine words and images to resolve problems in storytelling that they would not be capable of resolving using words alone. Teachers can scaffold this learning process by providing the necessary help and constructive support. The software includes a variety of layout templates designed to provide a suitable working platform for students, depending on their educational level. For example, the "comic strip" template allows students to use a sequence of images supported by text to tell a story. Using this template, students also learn to transfer specific elements directly into text-only documents; for example, a text from a word balloon can be used inside quotation marks. Templates can also be customized to suit user preferences and abilities.



The *StoryVisualizer* software provides students with a new publishing medium. The software makes it easy to write, print, publish, and share stories with other students. The documents can also be e-mailed to parents or posted on websites.



The StoryVisualizer software provides the following benefits:

- Great visual representation of knowledge
- Easy-to-remember graphical representation of key information
- Engages students through thinking, creating, and writing
- Provides a perfect venue for writing dialogue
- Encourages students with little interest in writing
- Helps organization through storytelling and storyboarding
- Provides visual images to give meaning to a story or topic
- Develops creative and higher-level thought processes
- Enhances composition technique through visual-verbal connections
- Improves reading, writing, and thinking skills
- Serves as an assessment and evaluation tool

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The *StoryVisualizer* software enables you to document your StoryStarter stories. The simple and easy-to-use graphic user interface makes it easy for students to create high-quality stories for printing or sharing with others.

The *StoryVisualizer* software offers a variety of comprehensive features that allow students to further develop their stories by using imported images, webcam capture, backdrops, clip art graphics, and an easy-to-use text tool. The software simply enhances the users' creativity and helps them to realize their creative writing skills.

System requirements

Windows

- 2.33 GHz or faster x86-compatible processor
- 512 MB of RAM available
- 128 MB of graphics memory
- Microsoft® Windows® XP (32-bit), Windows Vista® (32-bit), Windows 7 (32-bit and 64-bit) or Windows 8 (Desktop Mode, Metrostyle not supported)
- Broadband Internet connection (for downloading software)
- Minimum Screen Resolution: 1024 x 768 pixels

Mac OS

- Intel Core™ Duo 1.33 GHz or faster processor
- 512 MB of RAM available
- 128 MB of graphics memory
- Mac OS X v10.7 or v10.8
- Broadband Internet connection (for downloading software)
- Minimum Screen Resolution: 1024 x 768 pixels

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How to install StoryVisualizer

PC and Mac version

Download and install the *StoryVisualizer* software from the LEGO® Education Resources Online (LERO) website: **http://legoeducation.com/LERO**.

http://legoeducation.com/LERO

You can copy and install the *StoryVisualizer* software on multiple PCs/Macs at your school. Please refer to the installation guide also found on the LERO website.

Tablet version

Find the LEGO Education *StoryVisualizer* app on your tablet and install it.
Run the app by entering your tablet app access code.



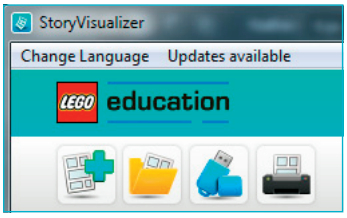
For more information about the *StoryVisualizer* tablet app and your access code, go to **http://legoeducation.com/LERO**.

http://legoeducation.com/LERO

The tablet version of the *StoryVisualizer* software has the same overall functionality as the PC/Mac version, but has been specially adapted for the tablet platform. If you have problems using the tablet version, please check the software section of the curriculum pack for guidance.

Change language or check for software updates in PC/Mac version

To change language, click on "Change Language" in the top menu bar and select a different language.



If you have Internet access and a newer version of the software is available, the text "Updates Available" will appear in the top menu bar. Click on "Updates available" and you will be redirected to the LEGO Education Resources Online website, where you can see all of the available updates.

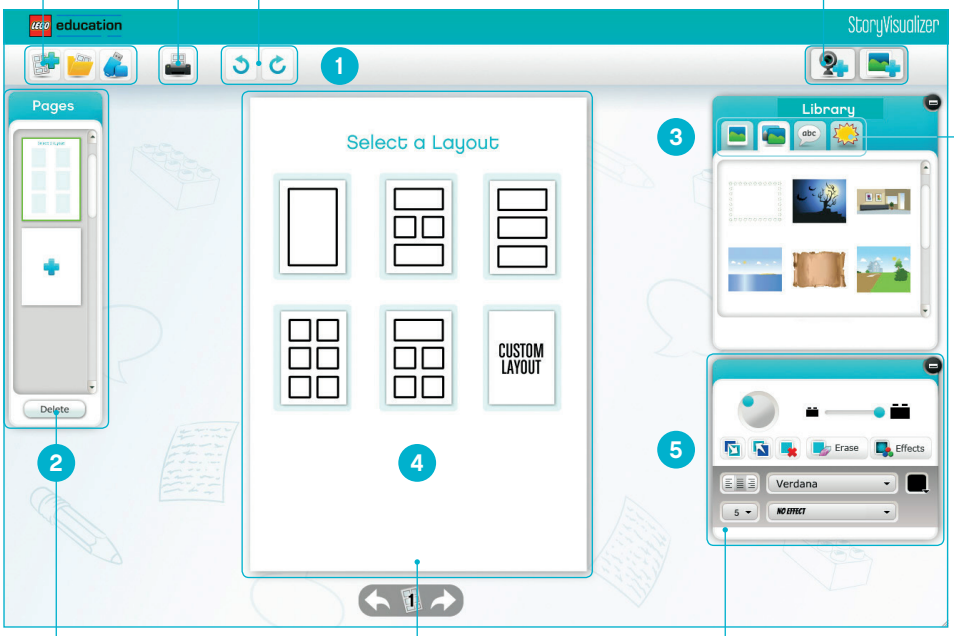
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StoryVisualizer software details

Software overview

The *StoryVisualizer* software consists of the following:

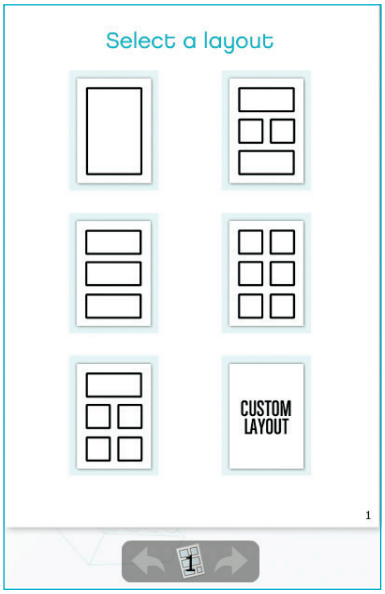
1. Top Menu Bar—contains menus for performing tasks.
2. Page Organizer—provides quick access to a chosen *StoryVisualizer* page. You can also rearrange pages here.
3. Library Area—contains the various *StoryVisualizer* elements, such as speech balloons, images, webcam captures, backdrops, and text tools.
4. Workspace—provides a variety of layout templates for story creation.
5. Property Panel—allows you to change properties, such as text color, size, etc.

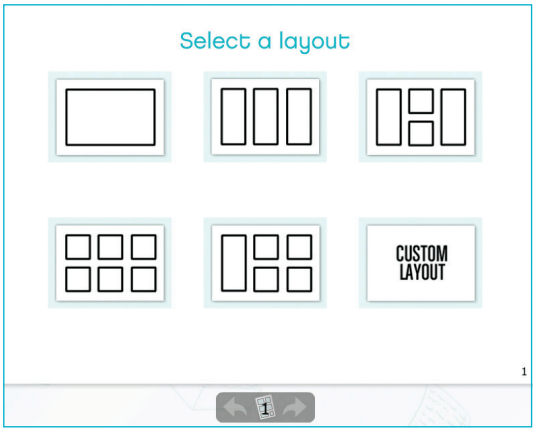


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Working with default layout templates

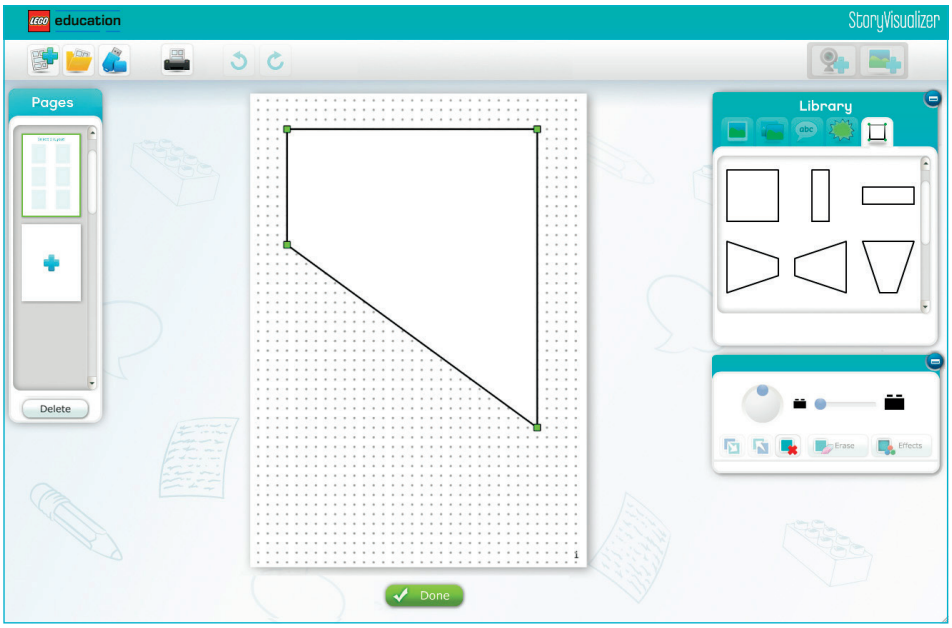
First choose the page orientation (portrait or landscape), and then select a layout by clicking on one of the default layout templates. You can select from default templates, or you can customize your own template. You can use different templates for each page, or you can use the same layout for the entire project.





Working with custom layout templates

To create your own template, click the "Custom layout" button in the layout panel. Then, drag and drop shapes from the library panel to your default custom template. Click on a shape to activate it and use the green control points to adjust its size and form. It is possible to create multiple templates.
Remember to click the "Done" button to accept your customized template. Be aware that it is not possible to edit a customized layout after you have clicked the "Done" button.





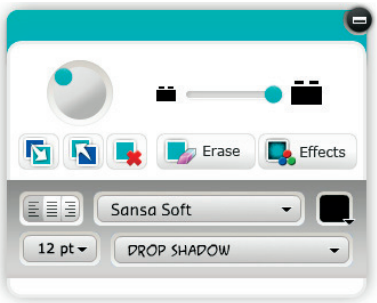
Click the "Add page" button in the page organizer panel to add a new template page to a project.

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Working with text

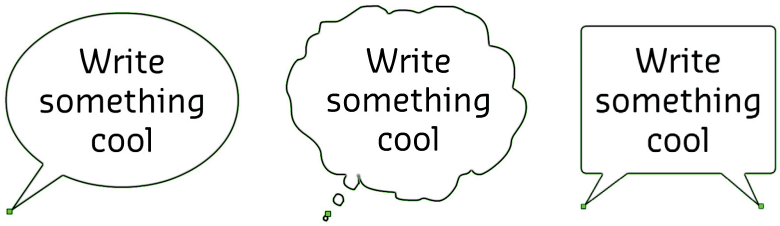
Click the text tab in the Library panel. Drag and drop a speech balloon or text box to the workspace. The text "Write something cool" will appear inside the speech balloon. Double-click to edit the text as desired. The speech balloon/text box will automatically adjust in size to accommodate your text.





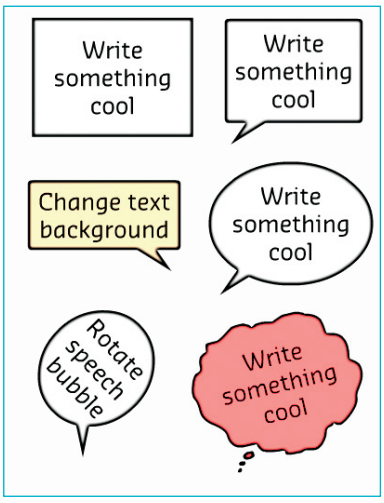
Use the text property panel to:
- Rotate text
- Change text size and font
- Change font color
- Align text

Speech balloons can be moved to any position you want. To move the tail of a speech balloon, move the cursor to the end of the tail and drag the green control point to the required position.



Click the speech balloon tail to reposition the speech balloon.





Text feature examples

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Working with images

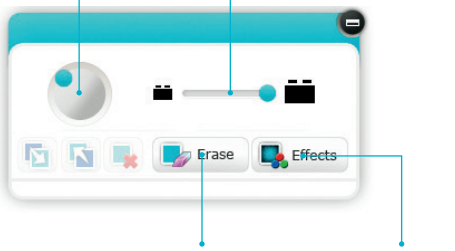
To add an image to your project, you must first import it to the image library. Click the "Import image" button in the top menu bar and browse the computer's hard drive for stored images. The *StoryVisualizer* software will filter the images and only show supported image files. The supported image files are JPEG and PNG.



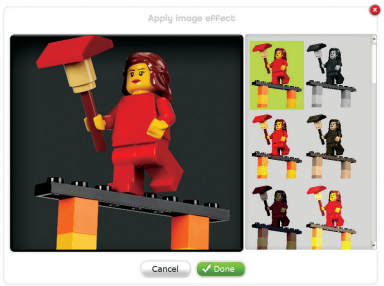
Add an image

Drag and drop the image from the "Image library" to the workspace.
You can move the image around within the template framework.
To delete an imported image, click the check box, followed by the "Delete" button.
You can only delete imported images from the image library if they are not used in your project.





Click the image "Effects" button to change the appearance of an image.
You can choose from a selection of image style effects.



You can choose between different image style effects.



Choose from default backdrop images.

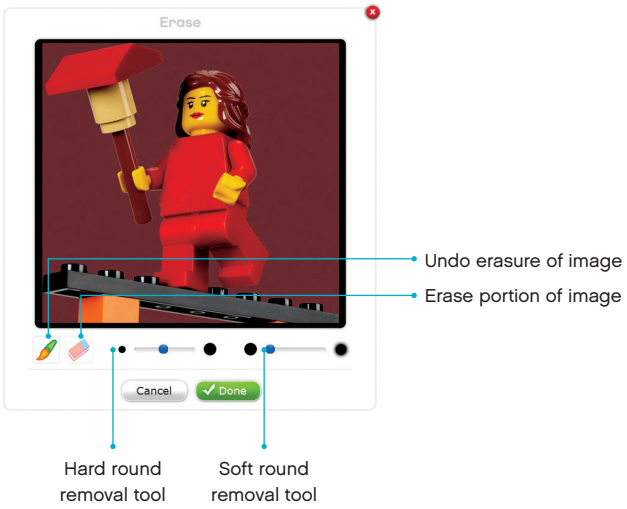
Click the "Image backdrop" tab to select one of the default backdrop images.

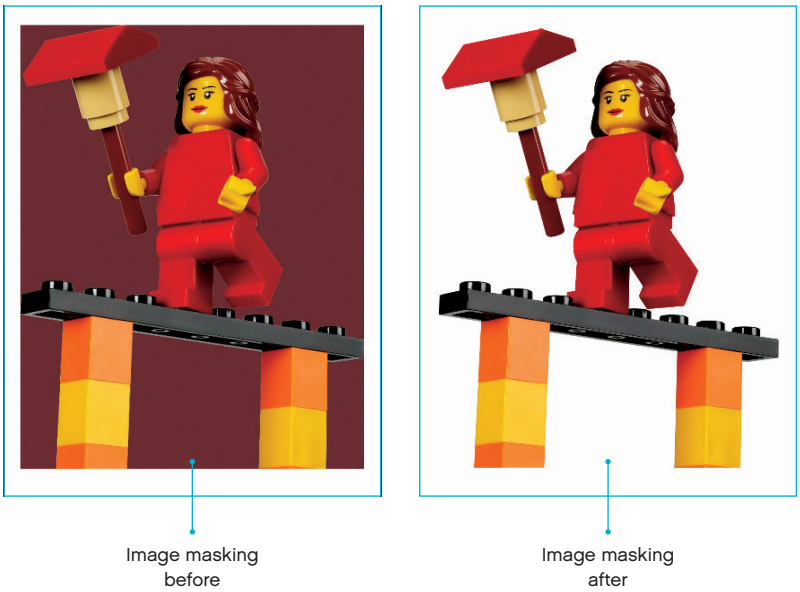
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Working with image masking

This option allows you to remove the background from an image.
Drag and drop an image from the "Image library" panel to the workspace, then click the "Erase" button to access the image eraser tools.

There are two image eraser tools, a hard round and a soft round.
The size of the eraser tools can be adjusted using the slider.





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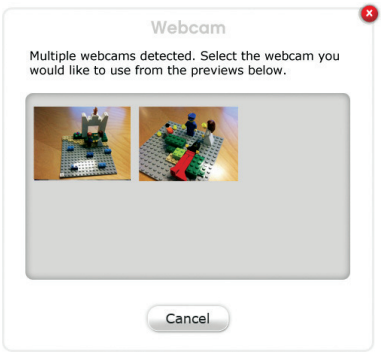
Working with image capturing

This option allows you to grab images directly from an external or built-in webcam. Click the "Capture image" button in the top menu to capture a webcam image.



Click on the "Image capture" button.

The first time you click the "Capture image" button, the *StoryVisualizer* software will search for available webcams. When the search is complete, you will see a list showing the available webcam sources.



Click the webcam source you wish to use.

You are now ready to take pictures using the selected webcam.
Click the "Camera" button to add an image to the image library.
If you want to take more pictures, just click the "Camera" button again.
Click the "Close" button to exit the image capture area.

You can now drag and drop the captured images to your workspace and utilize the tools referred to in the "Working with images" section.





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Working with other image devices

You can use a digital camera, a smartphone, or any cell phone with a built-in camera as an image-capturing device.





If using a smartphone, follow these steps:

- Take a photograph
- Connect the smartphone to the computer
- Copy the image from the smartphone to the computer hard drive
- Click the *StoryVisualizer* "Image import" button and browse to the folder containing the smartphone image

Working with clip art

Click the "Clip art" tab in the library panel and drag a clip art to the workspace. The clip art image can be handled in the same way as an imported JPEG or PNG image.





Use the property panel to:

- Rotate
- Scale
- Change style

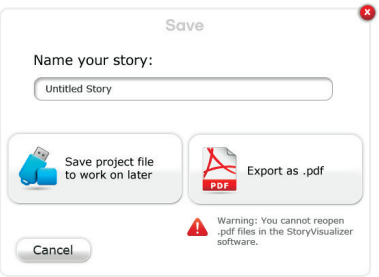
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Saving and publishing

The *StoryVisualizer* software allows you to save your projects in two different formats. Click the "Save" button to save your project as a *StoryVisualizer* project file (.LSP) or as a PDF file.
The files will be saved to your hard drive.

Note that you can only re-open StoryVisualizer project files!

If you want to share your project using e-mail, open your e-mail program and attach the saved file to your mail.
You can also print your project using the "Print" button in the top menu.





Use the Print button to print your project.

Create new projects or open a project file

To create a new project, click the "+" button in the top menu.
To open a *StoryVisualizer* project, click the "Open project" button in the top menu.



Create or open a project.

You can only open a StoryVisualizer project using the StoryVisualizer software.

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Tips & Tricks

Constructopedia

It is recommended to provide students with quick and easy-to-use ideas for story-building and the creation of scene structures during the initial stages of the process.



The Constructopedia section contains images of simple models designed to inspire the students and to encourage reflection and innovation. It is divided into seven categories for ease of use and to simplify the story-creation process:

- Animals
- Characters
- Buildings
- Vehicles
- Indoor
- Outdoor
- Nature

How to use Constructopedia

The images can be printed in full color, laminated, and handed out to students or groups of students to provide inspiration. Alternatively, the printed images can be hung on the classroom wall as posters to provide hints and inspiration for scene structures and story creation.



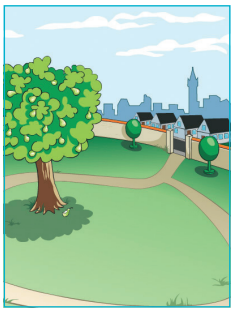
After a while, the students will start to develop their own ideas, which are often more creative and innovative than anything an adult can produce.

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It is a good idea to photograph the students' ideas, these can also be printed and laminated and used to build a library of the students' creations to provide inspiration to others. This is an effective way of providing a feeling of teamwork and inspiration among students as they communicate and share their ideas.

Backdrops

The selection of ready-made backdrops found in the *StoryVisualizer* software depict customary scenes that can be used for multiple story variations. They can be customized to fit a student's scene structure and utilized during a photo shoot and when working with the software. Backdrops can be printed and laminated and used over and over again.



Ask students to make their own backdrops using the same format. These can also be printed and laminated to build a comprehensive library of backdrop settings.

Hints for photographers

After their presentations, students may want to change their stories or modify their scene structures. Students like to have their scene structures photographed before making changes to their creations. Webcams are ideal, but any kind of digital camera is suitable for this purpose. It's a good idea to photograph each scene separately, and in some cases, to take close-ups of structure details.

Involve the students by discussing photographic techniques, such as close-ups, special effects, and angle perspectives. Here are a few examples:

Night effect
Photograph a scene structure in a partially darkened room. Use a dark backdrop or a piece of black card, and use a flashlight for highlighting.



Worm's-eye view
Position the scene structure at a suitable height and take a photograph from below.

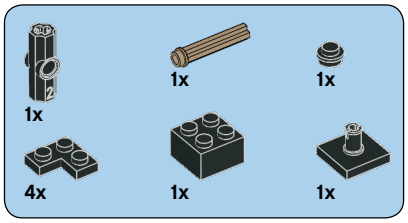


Character view
Take close-up photographs of characters, special situations, or outstanding details. This is especially effective for charactering and analyzing.

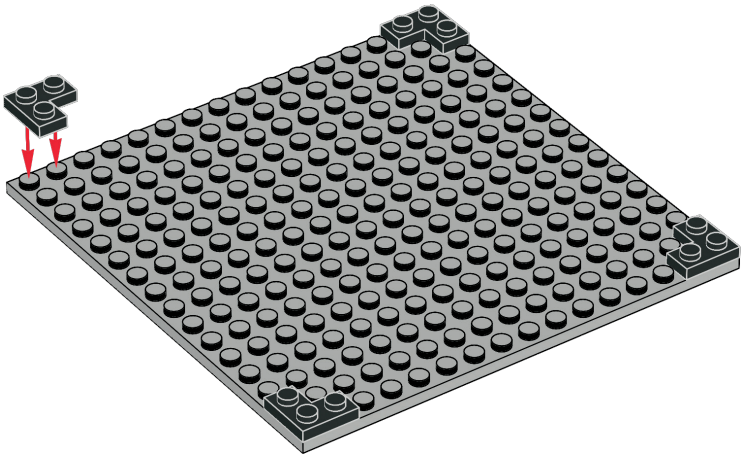


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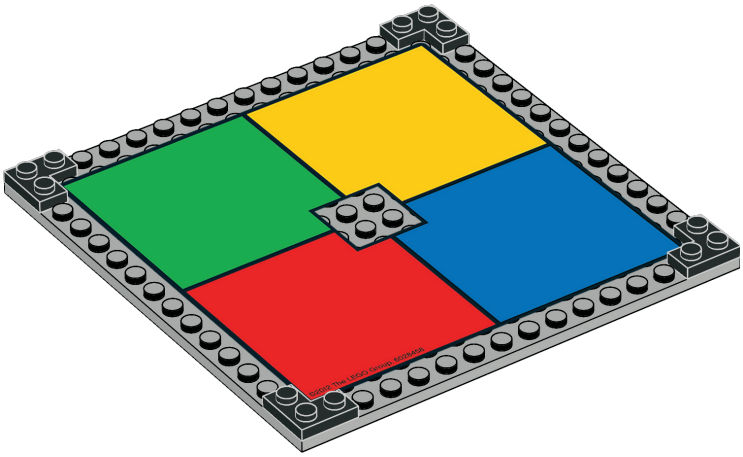
SPINNER BUILDING INSTRUCTIONS

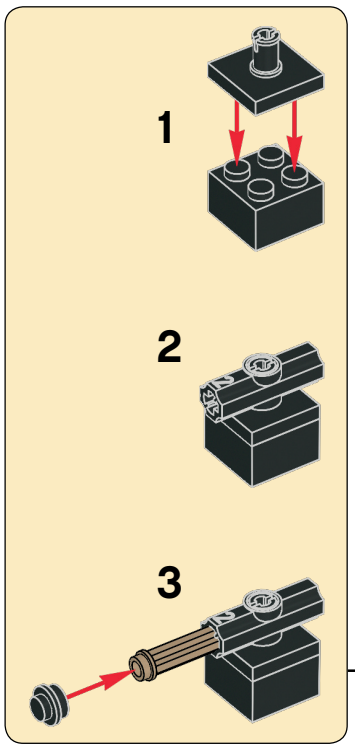


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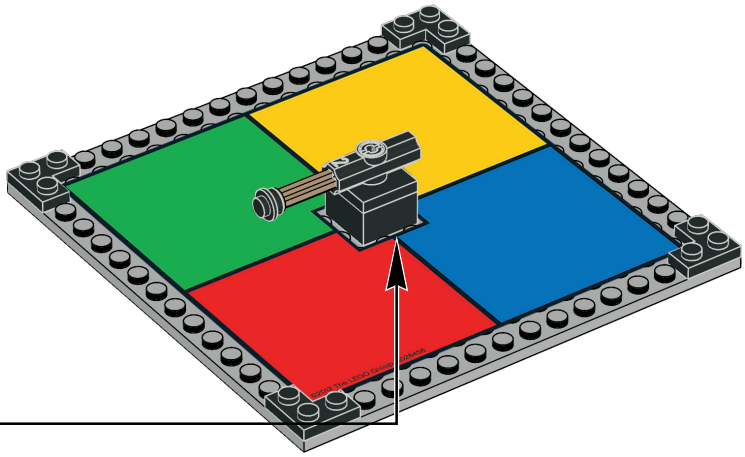


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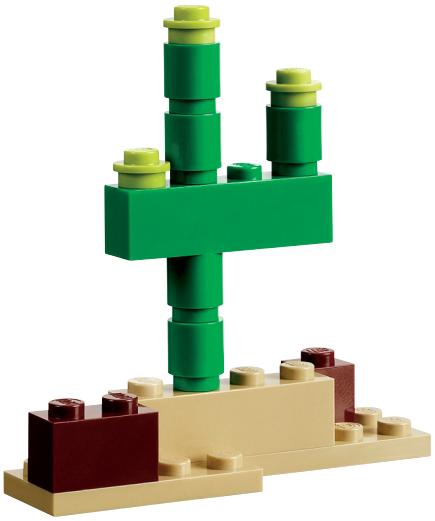


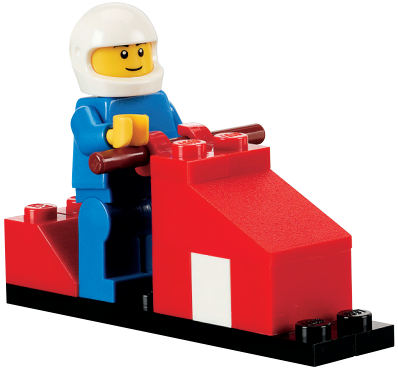




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Get Spinning, Get Going

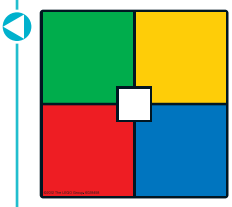
Common Core Standards

Speaking and Listening: **2-5.4**
Reading for Literature: **2-5.3**
Language: **2-5.1**
Writing: **2.3**
..... **3-5.3a**

Learning objectives

- Tell a story using relevant, descriptive details to support main ideas.
- Identify and describe characters, settings, and major events in a story, using key details.
- Write a narrative establishing a situation and introducing characters.
- Demonstrate verbal proficiency.

Setting the scene



- Ask the students to form a group with one StoryStarter Core Set between them.
- Build the spinner and attach the four-color category card.
- The spinner now has an arrow and four colored sections that correspond to the element tray compartment colors. Students take turns spinning the spinner. When the arrow stops, it will point to a color. The student who spun the arrow then picks two bricks from a compartment with the corresponding color.
- The students are also allowed to randomly pick two complete characters of their own choice.
- Each student uses the spinner five times before gathering his or her bricks together and collecting a building plate.

Building the story

Ask the students to build the first story on their building plates.

- Make sure they are aware of the two Ws: "Who" (characters) and "Where" (setting).
- Ask them to be specific when describing character features and actions.
- Where does the story take place? How is that communicated?

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel? Have the students demonstrate how the model helps them express their ideas.

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Sharing and documenting

- Ask the students to practice their stories with a partner before presenting them to an audience. Stories can be presented in groups or to the whole class. Allow students to pose questions and to respond appropriately.
- Take a photograph of each scene structure and import it using the *StoryVisualizer* software. Choose a template from the layout template menu to suit each student's grade and ability level, and have them each write a story about what they have built.



Extending

- Allow the students to select extra elements for adding more details.
- Where appropriate, allow the students to exchange elements to suit the purpose of their story.
- Have the students work in pairs or groups to create a story that combines all of their elements and building plates. Ask them to agree on the characters and the setting before starting the build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery on hand to complete the story.

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Set the Mood

Common Core Standards

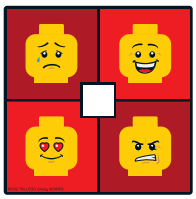
Speaking and Listening: **2-5.4**
Reading for Literature: **2-5.3**
..... **2-5.7**
Language: **2-5.1**
Writing: **2.3**
..... **3-5.3b**

Learning objectives

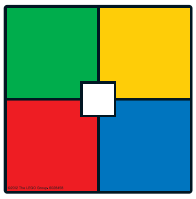
- Tell a story using relevant, descriptive details to support main ideas.
- Identify and describe characters, settings, and major events in a story, using key details.
- Explain how specific aspects of a story contribute to the mood, character, or setting.
- Maintain consistency in tone and style.
- Write a narrative using descriptive details and feelings to develop events or the responses of story characters to different situations.

Setting the scene

- Ask the students to form a group with one StoryStarter Core Set between them.
- Build the spinner and attach the mood spinner card. Spin once to determine whether the story should be happy, sad, angry or violent, or romantic.
- Then substitute the mood spinner card with the category spinner card.
- The spinner now has four colored sections that correspond to the element tray compartment colors. Students take turns spinning the spinner. When the arrow stops, it will point to a color. The student who spun the arrow then picks two bricks from a compartment with the corresponding color.
- The students are also allowed to randomly pick two complete characters of their own choice.
- Each student uses the spinner five times before gathering his or her bricks together and collecting a building plate.



Mood spinner



Category spinner

Building the story

Ask the students to build a story on their building plate.

- Make sure they are aware of the three Ws: "Who" (characters), "Where" (setting), and "What" (mood).
- Where does the story take place? How is that communicated?
- Ask the students to practice their stories with a partner before presenting it to an audience.

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel? Have the students demonstrate how the model helps them express their ideas.

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Sharing and documenting

- Stories can be presented in groups or to the whole class. Allow students to pose questions and to respond appropriately.
- Take a photograph of each scene structure and import it using the *StoryVisualizer* software. Choose a template from the layout template menu to suit each student's grade and ability level and have them write a story about what they have built.

Extending

- Allow the students to select extra elements for adding more details.
- Where appropriate, allow the students to exchange elements to suit the purpose of their story.
- Tell the students that their structure should be the beginning of a story and have other students create a middle and an end.
- Tell the students that they should only build the end of a story. Ask them to challenge their fellow students to come up with the beginning and middle parts.
- Have the students work in pairs or groups to create a story that combines all of their elements and building plates. Ask them to agree on the characters and the setting before starting the build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery on hand to complete the story.

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What a Great Experience!

Learning objectives

- Recount an experience in an organized manner using appropriate facts and relevant, descriptive detail.
- Construct correct verb tense when writing and speaking.
- Write a narrative to develop a real experience or event.
- Use concrete words, phrases, and sensory detail to convey experiences and events.
- Form and use progressive verb tenses (I was walking, I will be walking . . .).

Common Core Standards

Speaking and Listening:	**2-5.4**
	2-5.5
Reading for Literature:	**2-5.6**
Language:	**2.1d**
	3.1e
	4.1b
	5.1b
Writing:	**2-5.3**

Setting the scene

Gather the class or group for circle time and ask some of the following questions.

- What did you do over the weekend (holiday or national holiday)?
- What activities did you engage in?
- Who were you with?
- Did you enjoy it?
- Where did you spend your time?
- Do you have any stories to share?

Building the story

Ask the students to build a story that represents their experiences.

- What were the highlights?
- Who were you with?
- What was the setting, and what happened?



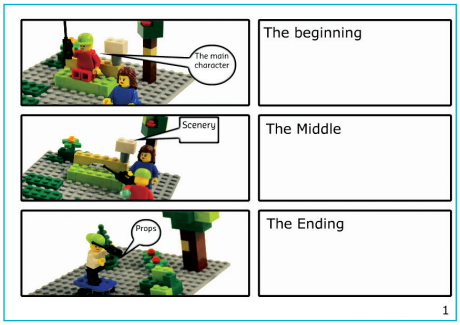
Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel? Have the students demonstrate how their models help them express their ideas.

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Sharing and documenting

Ask students to select a template from the *StoryVisualizer* software—depending on the focus of the narrative and the model—to document their experiences and share it with the class.



Extending

- Make a big show of all the great experiences that the students have had. Make big posters of their *StoryVisualizer* narrative products and display in class and/or in areas of the school where other students can see them. Invite other classes for a presentation.

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Free the Tree

Common Core Standards

Speaking and Listening: **2-5.3**
Reading for Literature: **2-5.6**
..... **2-5.3**
Language: **2-5.3**
Writing: **2-5.1**
..... **5.4**

Learning objectives

- Distinguish character point of view.
- Identify reasons and evidence to support particular viewpoints.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Analyze how a character's point of view impacts character descriptions, actions, and events.
- Write an opinion piece, supporting one point of view with reasons and information.
- Distinguish between formal language used by a narrator and informal language used by characters.

Setting the scene

There is a showdown between protesters and the council forester under the famous "Giant Fig Tree."

The Town Council says slippery leaves make walking risky. They are also concerned that children might fall from the tree, and that cars could be damaged by falling branches. They plan to chop the tree down today. The "Save Our Figs" protesters think the problem can be solved in other ways. This has always been a popular climbing tree for children and a great picnic destination. Rare birds nest in the tree and feed on the figs. The tree is mentioned in tourist guides and is even featured in the town brochure. Stop the chop and free the tree!

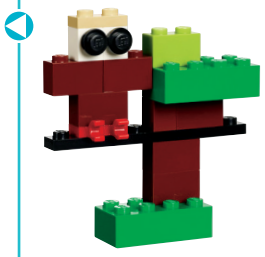
How can we help them to come up with a valid reason for preserving the tree?

Invite the students to discuss the different issues and to build and present a story that represents the various points of view.

Building the story

Ask the students to:

- Build their own "very special" Giant Fig Tree.
- Add protesters.
- Use a variety of characters.
- Decide what types of people favor the tree; what they will protest about and why?



Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel? Ask the students to use their scene structures to help them express their ideas and points of view.

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to portray the various points of view. Have them tell their stories to an audience. The students should emphasize the differences between the characters, including their ages, points of view, and their opinions about the Giant Fig Tree.

Suggestions for scripts:

"There is a rare owl nesting in the tree, so it's protected by law."

"Grandpa always brings us here for picnics, and we always climb the old tree; it's so much fun! Please, can we keep it?"

"The tree is very old, the branches are weakened and, fallen leaves make the road slippery. If an accident happens, people will blame the local council, so I'm sorry, it must be felled!"

"Where will I park the stroller without the tree to provide shade?"

Sample solution



Extending

- Go forward 10 years. The same characters are gathering at the same spot for a grand picnic. What will happen? What are their points of view, opinions, and thoughts now? Is it a happy ending? Build an ending to the story.

- Add a TV reporter. Imagine he or she is reporting on what has happened. What angle would a TV reporter take on the situation?

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Viola the Volcano Pops

Learning objectives

- Explain events from nonfictional texts, including what happened and why.
- Determine the main facts and supporting details of a text read aloud, or information presented in diverse media (nonfiction).
- Create dialogue around experiences, events, and the characters' responses to given situations.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Dramatize a real event to make it more interesting while communicating key issues.

Common Core Standards

Speaking and Listening:	2-5.2
Reading for Literature:	2-5.2
	2-5.3
	2-5.6
Language:	2-5.3
Writing:	2-5.2
	2-5.3

Setting the scene

"Here I am reporting from Mrs. Bloggs' garden in a quiet suburb of Magnaville West. The clouds you can see are not coming from the east or the west, they are coming from the garden right behind me! Yes, believe it or not, a volcano has erupted in Mrs. Blogg's garden! There are geologists and reporters here to witness this event; it's the talk of the town."

What does it mean for poor Mrs. Bloggs? What will happen to Magnaville? Who do they call for help? Can anyone imagine the scene . . .?"



Can be used for Setting the scene:

Building the story

Ask the students to build their own "very special" volcano with a reporter and a cameraman.

- How can they show that it's a volcano?
- What props can be used to make a volcano?
- Who will be coming to see the volcano? There could be reporters, geologists, local residents, the mayor, insurance agents . . .
- Who is worried about the volcano and what are their concerns?

Reflecting

Have the students reflect and talk about each of their characters as they build.

- Where is Mrs. Bloggs? Where is her family?
- What is she doing and saying?
- How are Mrs. Bloggs and her family feeling?
- How will this be conveyed in tomorrow's headlines?

DID YOU KNOW

In February 1943, a new volcano appeared in a farmer's cornfield in Mexico.
It was the first time in recorded history that people had watched a volcano form on land. Geologists and volcanologists around the world were delighted.
It started very small, just like the sample scene on page 50. The volcano made them famous for a while but permanently destroyed their farm and the surrounding land and villages.
Fortunately no one was hurt, but the ash cloud generated lightning strikes that killed three people. A year later, the ash had buried the farm and two villages. Things like this do actually happen in real life.

http://en.wikipedia.org/wiki/Par%C3%ADcutin

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to portray the story and the reporter's story angle. Have them present their story to an audience.

Suggestions for scripts:

"What we have here is a miracle of nature—the birth of a new volcano, just one week old. It's so exciting to be here."

"We are witnessing the total devastation of a farm by the unstoppable force of nature. It's so sad."

"It's my job as a reporter to be at the heart of the action, even if it means putting myself into a dangerous situation. This is as dangerous as it gets. Molten lava is landing all around me."

"We have tried to interview Mrs. Bloggs, but she's too upset to appear on camera."

Sample solution



Extending

- Make the news reporter's interview with Mrs. Bloggs and other characters, using the *StoryVisualizer* software. What are their thoughts? Do they have anything to tell about this terrifying volcanic eruption?
- Produce and present a weekly news story based on real-life events.

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WEEKLY NEWS

THE VOICE OF THE COUNTRY SINCE 1864 Saturday, February 21

VOLCANO Erupts in Garden





Jenny Bloggs couldn't believe her eyes and ears when she was awoken by a loud rumbling noise in her garden early on Thursday morning. A crack had appeared in the ground and hot ash and rocks were flying up into the air. Mrs. Bloggs was witnessing the birth of a new volcano–in her backyard!

WHAT HAPPENS NEXT?

A volcanologist explains:

.....

.....

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OUR WEEKLY NEWS REPORTER DESCRIBES THE SCENE AS...

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The Old Man's Gift

Common Core Standards

Speaking and Listening: 4-5.3
2-5.4
Reading for Literature: 2-5.2
2-5.3
2-5.9
Language: 2-5.3
Writing: 2-5.3

Learning objectives

- Identify reasons and evidence to support events or a particular point of view in a story.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Imagine and communicate a subsequent sequence or event.
- Write a narrative to develop an imagined experience or event.
- Distinguish between formal and informal language when speaking and writing.

Setting the scene

"Thank you for helping an old man across the street," said the mysterious stranger all dressed in black. Sally was already running late for school, but the old man insisted she wait a little while longer.

"Now I must do something for you in return," he continued. "Take this Magic Fish and these Golden Crystals with you to school, and I guarantee that something magical will happen; everything will be different." The old man laughed and then disappeared in a puff of smoke.

What do you think will happen when Sally arrives at school with her gifts?

Building the story

Ask the students to build their very own scene depicting what happens at the school when Sally arrives with the Magic Fish and the Golden Crystals.

- Who will be involved, and in what way?
- What will Sally's school friends think? How will they react?
- How might they be involved in the ensuing course of events?
- Use a variety of characters.

Reflecting

Have the students reflect and talk about each of their characters as they build.

- What are they doing? What are they saying?
- What magical things can happen?
- How do the other characters react? How do they feel?

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to write a piece about the magic that took place at the school. Have them tell their stories to an audience and add drama, sounds, and elements of the unexpected.

Suggestions for scripts:

"When the rays of the Sun fell upon the Golden Crystals, they magically. . ."

"At first the fish seemed quite dead, then suddenly, it started to move. A strange light shone from behind its lower fin, then its belly slowly opened and out came a. . ."

"As I swung my magic Golden Crystals, everyone became quiet. They could hear a clickety-clacking sound coming from outside the door. What was it? Was my wish really going to come true?"

"My teacher looked at me with eyes as warm and as friendly as crystals, as she told me that—as the only student in the school—I had been selected to participate in the great. . ."

Extending

- Do you know any other stories that involve characters like fortune-tellers and sorcerers?
- Write a list of well-known literature, then read one of the books on the list and write a book review. Share your review with the rest of the class.
- Select two fantasy books from different cultures. Research the history, legends, and science behind the popularity of magic and sorcery in literature.
- Pretend that you are a reporter uncovering the hidden truth of magic. Create a cover story for the local newspaper.

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Runaway Kitten

Learning objectives

- Analyze a story ending to create a relevant beginning.
- Construct the beginning of a story using transitional words and sensory detail to describe experiences and events.
- Identify the essential elements of a fictional story.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Learn to identify and elaborate on elements of suspense and horror.
- Convey experiences to the public through articles and documentaries.

Common Core Standards

Speaking and Listening: **2-5.4**
Reading for Literature: **2-5.2**
2-5.3
1-5.5
Language: **2-5.3**
2-5.5
Writing: **2-5.3**

Setting the scene

"What an adventure!" said Jenny as she carried her runaway kitten back home. She was very excited and eager to talk about what she had just experienced. It had been amazing; she had rescued "Kitty" from the big, scary old house on the hill. Some people had said the house was haunted, others had said that an old witch lived there. In truth, nobody really knew what went on inside the big old house . . . before today.

What adventure do you think Jenny and Kitty had inside the big old house? How did Jenny rescue Kitty?

Building the story

Ask the students to build their very own Runaway Kitten scenario based on this happy ending.

- How can the big old house be made to look scary?
- What props can be added?
- What sort of adventures will Kitty the kitten have in the house?

Reflecting

Encourage the students to reflect and discuss elements of coherence and continuity while building.

- What led to Kitty's rescue?
- What happened to Jenny and Kitty?
- Which elements will help to create the right atmosphere and context for the story?
- Ask students to use their scene structures to create a coherent story.

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Sharing and documenting

Use the *StoryVisualizer* software to produce a story that clearly explains what went on inside the big old house and what led to Kitty's rescue. Include elements that convey how dangerous and spooky the situation has been.

Extending

- Imagine scary things that could have happened to Kitty while she was alone in the big old house. She might have fallen into a large bowl of water—and knowing how Kitty hates water, that would certainly have been very scary indeed. Write a list of scary things that could happen in a haunted house.

- This story had a "happy ending." Make a short TV documentary about Kitty's rescue from the big old house.

- Authors use words to bring their stories to life. They go through many drafts and revisions before the perfect words are found. Create a short storyboard of your Runaway Kitten story (beginning, middle, and end) with three illustrations. Practice using precise language by writing a caption that communicates the meaning, experience, or feeling under each illustration.

You can use:
Three examples of figurative language
- similes
- metaphors

Three adjectives highlighting the shades of meaning
- example: spooked, frightened, terrified

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Driftwood Island

Learning objectives

- Identify specific input and criteria and use this to create stories.
- Imagine and invent a natural flow of action.
- Express individual ideas while building on others through collaborative discussion.
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events.
- Create dialogue around experiences, events, and the characters' responses to dangerous situations.
- Describe how a person's point of view can influence reactions, events, comprehension, and narrative.
- Create a nonfiction text based on a fictional experience.

Common Core Standards

Speaking and Listening: **2-5.1**, **2-5.4**
Reading for Literature: **2-5.3**, **2-5.5**, **2-5.6**
Reading for Informational Texts: **2-5.5**, **2-5.7**
Language: **2-5.1**, **2-5.5**
Writing: **2-5.3**

Setting the scene

"Well, what are we going to do now?" said Paula. "Here we are, stuck in the middle of the ocean with a crazy pirate who thinks he's the King of Driftwood Island."

"And to make it worse, we're all tied up," said Peter.

"But hey! Not all of us are tied up! Look at Salty the dog, he's still free!" exclaimed Paula. "I have a great idea!"

What do you think Paula's great idea is? What do you think will happen next?

Building the story

Ask the students to build their very own rescue story. How do the characters cooperate to escape from Driftwood Island?

- Identify the characters that are already part of the story. There's a crazy pirate, Paula, Peter, and Salty the dog. Define their roles and their actions.
- Use the mood spinner to determine the character of the pirate. Will he be lovable, nasty, silly, or smart?

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel?

- Ask students to discuss the possibilities of escape from Driftwood Island and to use their scene structures to help them express their ideas and points of view.
- What is the best means of escape from the island, and why?

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to portray their different points of view. Have them tell their stories to an audience. Put focus on the various points of view, solutions, and points of interest.

Suggestions for scripts:

"Now, if we try to pacify the crazy pirate by drawing his attention to . . ."

"Maybe we can get him to sleep somehow, so we can free ourselves, build a . . . and get out of here."

"Paula, I think I'll go and talk to him. I may be able to lure him over to . . ."

Extending

- Imagine that you have read an article about Paula and Peter in the newspaper. Imagine the article layout; what would it look like? What elements would be included in the article to make it interesting and catchy? Write the article with focus on the nonfictional features that make it more interesting to read. The article could include: a heading, photographs, captions, diagrams, maps, and so forth.

- Add a female TV reporter. Have her circle the island in a helicopter and report directly about what is going on. Remember this is to be broadcast to millions of people.

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Winter Wonderland

Learning objectives

- Recount an experience in an organized manner using appropriate, relevant facts and descriptive detail.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Write an opinion piece with reasons, information, and evidence from the text, supporting one point of view.
- Distinguish between formal and informal language used by characters.
- Construct correct verb tense when writing and speaking.
- Create dialogue around experiences, events, and the characters' responses to given situations.
- Describe how a person's point of view can influence reactions, events, comprehension, and narrative.

Common Core Standards

Speaking and Listening:	2-5.1
	2-5.4
	2-5.6
Reading for Literature:	2-5.2
	2-5.3
	2-5.6
Reading for Informational Texts:	2-5.3
	2-5.6
Language:	2-5.1
	2-5.3
Writing:	2-5.1

Setting the scene

"At last it has stopped snowing! The town's streets and parks are covered by a thick layer of snow. It's time to put away the basketballs and soccer balls!"

"But what on earth will the town's sports-loving children do during the winter?"

"They've all seen the Winter Olympics on television. What can the children do to bring the Winter Olympics to their hometown?"



Can be used with Setting the scene

Building the story

Ask the students to build their very own backyard Winter Olympics challenge.

- How will you make it look wintery and cold?
- How will you equip your winter sports stars?
- Will it be a competition? Will there be a commentator?

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel?

- How do they focus and concentrate?
- Are they competing with other characters?
- Is it a ski event?
- What do you normally see at a ski event?
- Are all of the safety aspects taken into account?

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to portray the Winter Olympics as seen from different viewpoints. Have them tell their stories to an audience.

Suggestions for scripts:

Commentator: "It's a beautiful, crisp, cold morning here at the downtown ski jump . . . and now over to the starters."

Starter: "Red ski, are you ready? Blue ski, are you ready?"

Red and blue ski: "All slippery and ready to go, sir!"

Starter: "On your skis . . . ready . . . set . . ."

Sample solution



Extending

- Add a TV reporter. Imagine he's reporting on current events. Would a reporter speak in the same way as the other characters? What will he focus on specifically?
- Winter sports are full of thrills and spills. What sort of funny accident happens in your event? Build it and perform it.
- Can you invent a totally unique winter sport event that is both funny and exciting? Invent your own rules and tell the world!

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A Super Stadium

Learning objectives

- Analyze and express different points of view.
- Determine main ideas and supporting details of a text or information presented in diverse media and formats.
- Describe a character, setting, or event in depth, drawing on specific details in the text.
- Investigate how character and actions convey emotions.
- Distinguish between formal and informal language when speaking and writing.

Common Core Standards

Speaking and Listening: 2-5.2
2-5.6
Reading for Literature: 2-5.3
2-5.6
Reading for Informational Texts: 2-5.2
2-5.6
Language: 2-5.2
2-5.3
Writing: 2-5.1
2-5.2
2-5.3

Setting the scene

Most big cities lack the space necessary to accommodate large playing fields. In some cities there are no parks at all.

But children love to play sports, and to keep them safe, their parents prefer them to play somewhere nearby – that usually means in the backyard or in the street outside their home.

Help create a mini sports ground where children can invite friends and family to watch some exciting events.



Can be used with Setting the scene

Building the story

Ask the students to build their very own mini sports ground.

- Will it have goal posts?
- Where will the spectators sit?
- How will you define the different teams?
- Will there be a referee and a commentator?

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel?

- What are the characteristic features of a super stadium?
- What is required to accommodate the players and the audience?
- All sporting events have rules; for example, what are the "laws of the game" in football?
- How do the players interact with each other and with the referee?
- Is there a special area designated for the media and a commentator?

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to portray the mini sports ground, the action taking place, and what is being said. Have them tell their stories to an audience.

Suggestions for scripts:

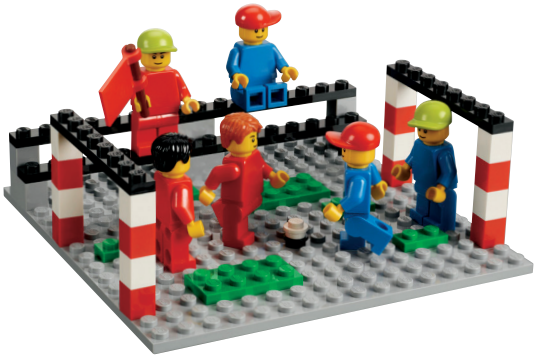
Commentator: ". . . And the red forward is weaving down the center of the field . . . this is beautiful football . . . he slips past a stunned blue defender . . . and . . ."

Red Goalkeeper: "Shoot, shoot, shoot!"

Blue Goalkeeper: "Offside, he was offside! Referee, why don't you blow your whistle?!"

Red Supporters: "We are the champions, we are the champions . . .!"

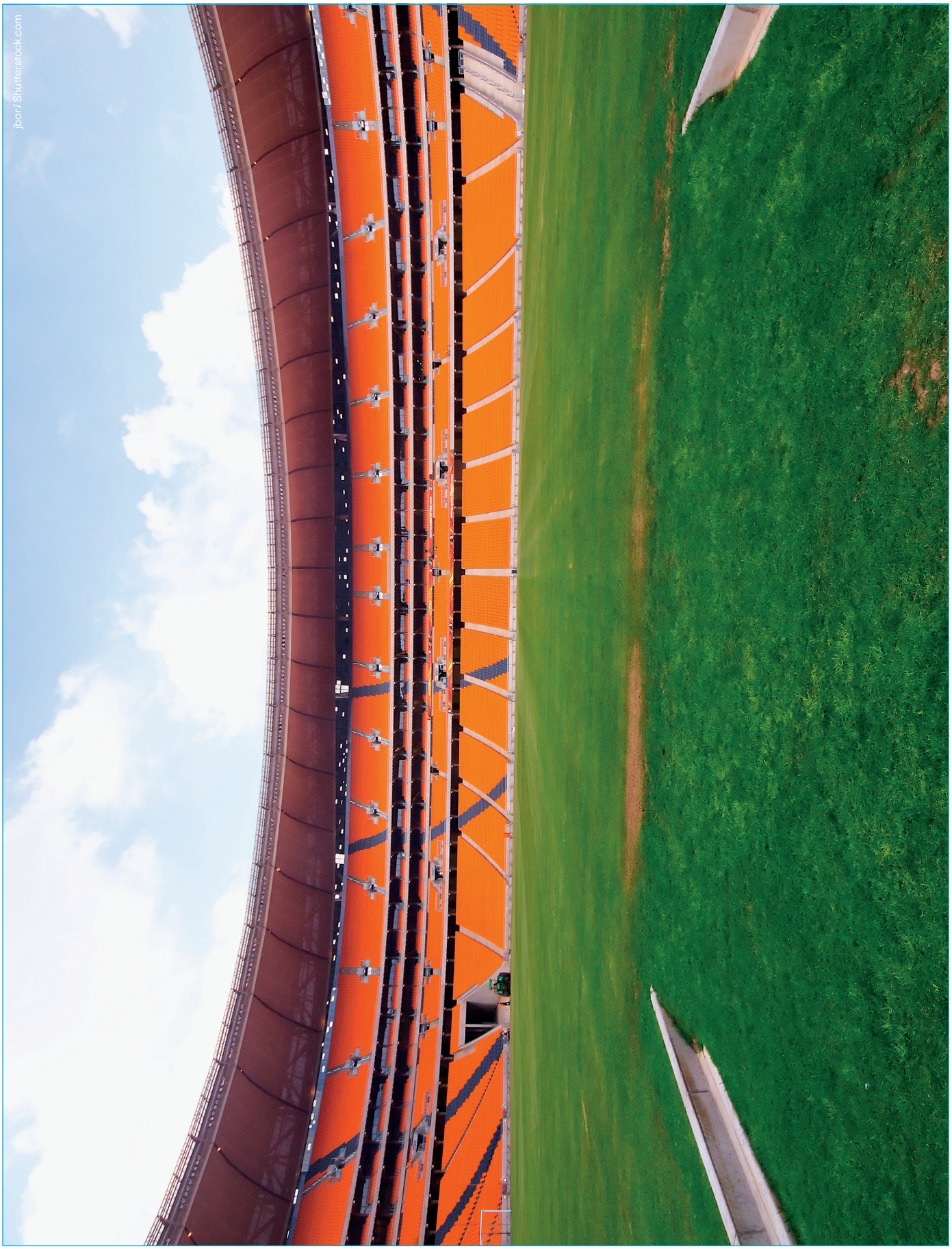
Sample solution



Extending

- Make up a backyard-sports chant for the team. Write it and perform it with fellow class members.
- Create an event calendar for the stadium.
- Design a pamphlet to hand out to local residents. The pamphlet should announce the opening of the new stadium. Emphasize the benefits for parents, children, and the community as a whole.
- It's the opening ceremony at the stadium. Everyone is very excited! Pretend you are a local reporter. Interview spectators from different generations. Draft an article explaining what the stadium means to the people you have interviewed and how it will benefit the local community.

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Come on Campfire

Learning objectives

- Review key ideas expressed during the process, build on other students' ideas, and communicate your own ideas.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Investigate how character and actions convey emotions.
- Describe a character, setting, or event in depth, drawing on specific details in the text.
- Create dialogue around experiences, events, and the characters' responses to given situations.
- Distinguish between formal and informal language when speaking and writing.

Common Core Standards

Speaking and Listening:	2-5.1
	2-5-4
	2-5.6
Reading for Literature:	2-5.1
	2-5.3
Reading for Informational Texts:	2-5.6
Language:	2-5.1
	2-5.3
Writing:	2-5.3
	2-5.6
	2-5.7

Setting the scene

For many city children, visiting the countryside or sitting around a campfire is just a dream. In the city there are no exciting wild animals, and the city lights obscure the stars in the night sky. In the countryside, the sky has no limit, so to speak, and the nights are very dark. The stars shine brightly, and tiny creepy crawlies scuttle around in the darkness.

Imagine that you are with friends on a camping trip, lighting a campfire for the very first time. How will you set up camp? What will you be doing as night falls?



Can be used with Setting the scene

Building the story

Ask the students to build their very own campsite with a campfire.

- How will you depict the countryside?
- What could happen after nightfall?
- Will any wild animals come and visit? What sort of wild animals?

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel?

- How do they react to the wildlife, and what animals do they encounter?
- Some people become frightened or homesick when camping, others can be so excited that they find it hard to sleep. What's the situation around your campfire?
- What are the characters having to eat?
- How do they prepare and cook the food?

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to portray the story and the communication between the campers. Have them tell their stories to an audience.

Suggestions for scripts:

Character 1: "Look at the stars . . . you can see the Milky Way!"

Character 2: "Did I ever tell you the story—my friend swears it is true—about the two campers and the phantom grizzly bear . . ."

Character 3: "I love the peace and tranquility, just the crickets, the crackle of the fire, and the smell of toasted marshmallows . . . yummy!"

Character 4: " . . .and the buzzing of the mosquitoes and the growling of the hungry wolves . . ."

Sample solution



Extending

- Write an amusing camp song. The verses should focus on the good and bad things about camping. Different characters can sing and act out the different verses.
- Organize camping weekends where you invite visitors to your special campsite. Is there enough space? What can you do to make the campsite cozy? Design an advertising brochure to publicize your campsite. Where will you market your message, and how?
- Research and write about an animal native to your campsite location. Work as a team; each person can focus on one characteristic that makes the animal special.
- Read a variety of fictional and nonfictional texts and make notes about how different authors describe the countryside.

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Breaking Out News

Learning objectives

- Gather evidence from fictional or nonfictional texts to report on a topic/event or recount an experience.
- Depict the overall structure (cause, effect, problem, and solution) of events, ideas, and information in a text.
- Describe how a person's point of view can influence reactions, events, comprehension, and narrative.
- Create dialogue around experiences, events, and the characters' responses to given situations.
- Choose words, phrases, dialects, and punctuation that add expression and effect.
- Dramatize a real event to make it more interesting while communicating key issues.

Common Core Standards

Speaking and Listening:	2-5.3
	2-5.4
Reading for Literature:	2-5.3
	2-5.6
Reading for Informational Texts:	2-5.5
	2-5.6
Language:	2-5.3
Writing:	2-5.2
	2-5.3

Setting the scene

"He's a veritable Jack Sheppard," said old Mrs. Lopez.

Light-fingered Larry, a well-known thief, has escaped from the local jail several times. It happened again yesterday. This time he was caught red-handed with Mrs. Lopez's dinner service!

There are some very unhappy people down at the jail today. Some are asking questions and vowing to stop it from happening again. Is Larry a modern Robin Hood, taking from the rich and giving to the poor? Is he just confused? Or is he a thoroughly nasty piece of work?

People are asking questions: "How did he escape this time? Where were the police? How was he caught? They want answers."


THE DAILY NEWS

THE WORLD'S FAVORITE NEWSPAPER — FRIDAY, 21 APRIL

Light-fingered Larry escapes from jail AGAIN! And is caught AGAIN!

Police can't explain!
"He had a triple burger for dinner. We passed it through the inspection hatch. When we went to check the cell at lights-out, hold GONE!" said Officer Gurney.

Community outraged!
Mrs. Lopez, a local store owner and Larry's latest victim, says, "We've had enough. When we catch him, he'll wish he had never escaped from jail."

STOP HIM! OR WE WILL!

Can be used with Setting the scene

DID YOU KNOW

Jack Sheppard, house-breaker and jail-breaker, was a well-known name in eighteenth-century England. And in America, Frank and Jesse James wrote letters to the *Kansas City Star* signed "Jack Sheppard." Among English sailors, anyone with the surname "Sheppard" is still automatically called "Jack."
The real Jack Sheppard escaped from jail four times and was caught five times. He was hanged in Tyburn on November 16, 1724, in front of a sad crowd of 200,000 supporters.

http://en.wikipedia.org/wiki/Jack_Sheppard

Building the story

Ask the students to build their own very special jail, and to demonstrate Larry's jail-break.

- Who will be at the scene (reporters, police officers, Larry . . .)?
- How will you depict Larry's escape?
- How will you depict his capture?
- Add some local residents to the story. What do they think? What would they say? How would they react?

Reflecting

Have the students reflect and talk about each of their characters as they build.

- What are the characters doing? Is Larry in the scene, or has he disappeared again?
- How do the police officers react? What are the police officers saying?
- Is anybody angry about the situation? What are they complaining about?
- How do the characters interact?

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to make a newspaper article about the event. The students should create their own scripts "in character." The narrator should use standard language; the story characters may use dialect.

Suggestions for scripts:

Police Officer: "We used the tracker dogs to follow the scent of Larry's sweaty T-shirt. That's how we caught him. He's going to stay inside from now on."

Reporter: "The question is, how did he break through the bars? Did he have an accomplice on the outside?"

Local Resident: "That villain will be caught within a day. He won't be on the run for long!"

Sample solution



Extending

- Help the police to find Larry. Write a broadcast announcement to help catch Larry, including details of a reward.
- Use the *StoryVisualizer* software to customize a layout template for the announcement document. Work with the image style and effect clip art functions to enhance the document. Experiment with fonts, font sizes, effects, and image styles.

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THE DAILY NEWS

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STOP HIM! OR WE WILL!

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Circus S'Cool

Learning objectives

- Tell a story or recount an experience in an organized manner, using descriptive detail.
- Formulate and answer questions to demonstrate full understanding of a given text.
- Construct correct verb tense when writing and speaking.
- Describe how a person's point of view can influence reactions, events, comprehension, and narrative.
- Create dialogue around experiences, events, and the characters' responses to given situations.
- Choose words, phrases, dialects, and punctuation that add expression and effect.

Common Core Standards

Speaking and Listening:	**2-5.4**
Reading for Informational Texts:	**2-5.1**
Language:	**2.1d**
	3.1e
	4.1b
Writing:	**2-5.3**
	2-5.4
	2-5.7
	2-5.8

Setting the scene

The children are bored with computer games. It's been raining outside for days, and they need some action. Mom and Dad have long since promised to take the whole family to the traveling circus the next time it comes to town. The circus is in town today, so the family set off for a grand day out!

Back home, they talk about the circus acts they have seen. "Let's make our own circus act!" they shout excitedly. "We can use stuff from around the house for props! We can practice the tricks first and then put on a show for our family and friends!"

What cool circus tricks are they going to perform?



Can be used with Setting the scene

Building the story

Ask the students to build their own very special Mini Circus Tricks show.

- How will the circus acts be introduced?
- Should there be a ringmaster?
- What can be said to build up the excitement?
- Where should the audience be seated for optimal viewing?

Reflecting

Have the students reflect and talk about each of their characters as they build.

- What are they doing? What are they saying?
- What constitutes a fun act, and what doesn't?
- How does a ringmaster build up tension and excitement among the audience?
- What about music, drums, and sound effects?

Ask the students to demonstrate how their scene structures help them to express their ideas.

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Sharing and documenting

Ask the students to use the *StoryVisualizer* software to create their stories and focus on the various participants' points of view. Have them tell their stories to an audience.

Suggestions for scripts:

Ringmaster: "Roll up! Roll up! See the amazing levitating lady 'Balancing Betty' walk the plank. Will she fall? Not today . . . experience her amazing talent!"

Mickey Muscles: "If you all eat your spinach, you too will be able to lift 100 tires without getting tired!"

Audience: "I wonder how difficult that is. I'm going to try that cool trick when I get home."

Clown: "Now, who'd like to be my victim, oops, I mean . . . volunteer? Who'd like to catch a flying egg on their head, oops, I mean . . . in a box?"

Sample solution

Learn how to create dramatic photographic effects in the "Hints for photographers" section of Tips & Tricks on page 32.



Extending

- Make a commercial or a comic to publicize your circus and to attract larger audiences.
- To increase dramatic effect, darken the room when performing your circus show. Use a flashlight as a spotlight.

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Sticky Situations

Common Core Standards

Speaking and Listening:	2-5.1
	2-5.3
Reading for Literature:	2-5.3
	2-5.5
	2-5.7
Language:	2-5.1
Writing:	2.3
	3.3c-d
	4-5.3c-d

Learning objectives

- Express and develop ideas through collaborative discussion.
- Explain how scenes fit together to provide smooth transition and how they form the fundamental structure of a story, drama, or poem.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
- Demonstrate the correct use of English grammar when writing and speaking.

Setting the scene

It's a beautiful warm morning in the park. Polly the painter is out early. "I must finish painting this park bench before the visitors arrive," she thinks. But Polly desperately needs to go to the toilet.

"I must remember to put up the 'wet paint' sign," she thinks as she finishes the last stroke. "Oh no . . . I gotta go!" she shouts, and quickly runs off to the bathroom. There's no time to put up the sign.

The first visitors of the day, Max and Millie, come walking down the path. It's such a beautiful morning, they decide to sit on the bench overlooking the lake and feed the ducks.

What is likely to happen next?



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- What depicts a park scene? How can this be created?
- How can wet or sticky paint be represented? How can its removal be portrayed?

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

- What is the setting? How can you depict Polly's tricky situation?
- Are there other visitors in the park? What are they doing?
- How will you depict the changing mood and atmosphere of each sequence? For example, relaxation, surprise, anger, or humor?

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Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character before an audience. Ask them to make use of descriptive language and speech punctuation when recording and writing.

Sample solution



1.

2.

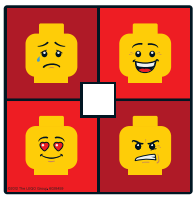
3.

1. Polly the painter has just finished painting the park bench.
2. Max sits on the wet paint and keeps on talking as Millie sits by the lake.
3. Max sits in the lake to try and wash the paint off. Millie uses Max's phone to take photographs of him as a reminder of the fun they had that day.



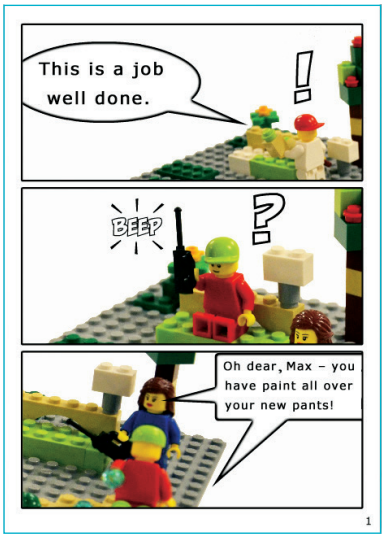
Extending

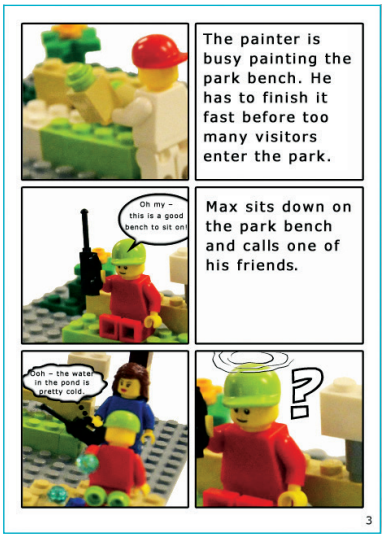
- Use the mood spinner card to decide the humor of the two characters during the last scene. Then tell the whole story from beginning to end and observe the story continuity.



- Use the *StoryVisualizer* to make a comic strip about Max and Millie's fun experience in the park.

You can make the task more challenging by asking the students to use two layout templates for the comic strip.





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Shy Simon Skating in the Park

Learning objectives

- Express and develop ideas through collaborative discussion.
- Sequence and retell story events while evaluating speech.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events.
- Enhance the use of adjectives and descriptive language.

Common Core Standards

Speaking and Listening:	2-5.1
	2-5.3
Reading for Literature:	2-5.3
	2-5.5
	2-5.7
	2-5.9
Language:	2-5.1
Writing:	2.3
	3.3c-d
	4-5.3c-d

Setting the scene

Shy Simon just got his very first skateboard. He doesn't want anyone to see him practicing on it, so early one misty morning, he sets off for the local park. He doesn't expect to see anybody at the park so early in the morning. But to his surprise, when he arrives, he sees that it's full of people. It's the weekend, and people have come out early with their picnic baskets to reserve their ideal spots.

Shy Simon steps gingerly onto his skateboard and rolls slowly away down a damp, slippery pathway. He suddenly becomes aware that he's gaining speed, faster and faster he goes. He rattles unsteadily around a sharp bumpy bend and suddenly comes face to face with . . .!

Your task is to start and complete the story.



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- Who or what does Simon bump into? How does he deal with this tricky situation? What is the story?



Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

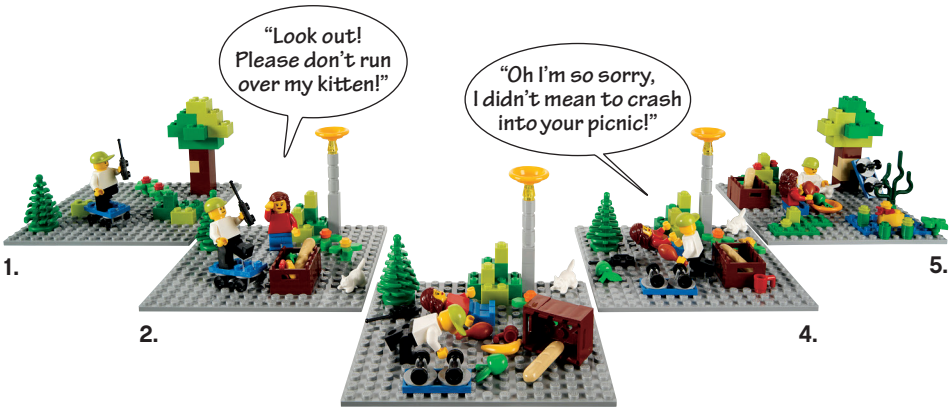
- What is Simon's mood at the beginning of the story? Is he happy, excited, sad, or bored? Why?
- How does Simon interact with the other character he meets in the story?
- How is the excitement built up?
- How will Simon feel at the end of the story?

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Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. Ask them to make use of descriptive language and speech punctuation when recording and writing.

Sample solution





1. Shy Simon phones his mother to tell her that he's on his skateboard.
2. A tiny kitten runs out in front of him.
3. He crashes into a shy, young girl having a picnic.
4. He apologizes and helps her to tidy up the mess.
5. They become friends and end up sharing the picnic.

Extending

- What would have happened if Shy Simon had met another type of character with a different mood? Use the mood spinner and change the character's mood accordingly. Think about the flow of the story and explain how the story would differ if the character's mood was changed. What would the new dialogue be?

- Pretend you are a book publisher. You are about to launch a new book about what happened to Simon in the park. Design a poster to promote the book's release.

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Rivet the Lonely Robot

Learning objectives

- Express and develop ideas through collaborative discussion.
- Explain how scenes fit together to provide smooth transition and how they form the fundamental structure of a story, drama, or poem.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
- Demonstrate the correct use of English grammar when writing and speaking.

Common Core Standards

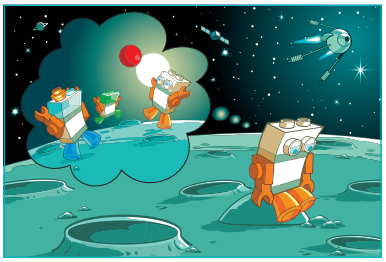
Speaking and Listening:	**2-5.1**
	2-5.3
Reading for Literature:	**2-5.3**
	2-5.5
	2-5.7
Reading for Informational Texts:	**3-5.9**
Language:	**2-5.1**
Writing:	**2.3**
	3.3c-d
	4-5.3c-d

Setting the scene

Rivet the Robot is bored and lonely. She wonders if—somewhere out there in the big wide world—there's another robot, just like her, searching for a friend. Where would she find such a friend? How would they meet? What would her new friend look like?

Fortunately, Rivet is a "morphobot." She can transform herself into anything she wants to, and she can travel anywhere. She just needs a little bit of help.

Can we help Rivet? Will she always be sad? Where, when, and how will she find a friend? What will her new friend look like? What will he or she do?



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- Rivet can transform herself, but parts of her original body are always visible, no matter what she turns herself into.

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each scene? In what sequence should the scenes be arranged?

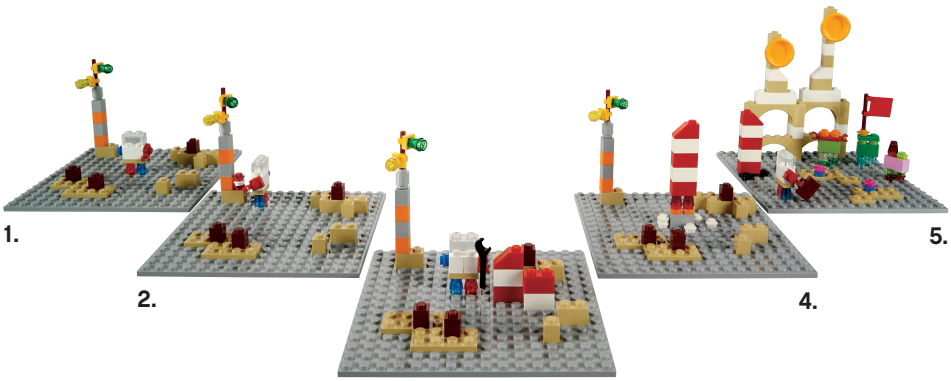
- How will you express the lonely robot's mood?
- Does she speak? Or do you speak her thoughts for her?
- How will you show that the story takes place on a distant planet?
- How many robot friends will she find? How will they celebrate?

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Sharing and documenting

- Ask the students to tell their stories to an audience. Allow questions afterwards and encourage the students to further explain or retell their stories. Allow them to make modifications to their storyline.
- Have the students use the *StoryVisualizer* software to document their stories.
- Ask the students to focus on portraying Rivet and the characters she meets when writing their stories or narratives.

Sample solution

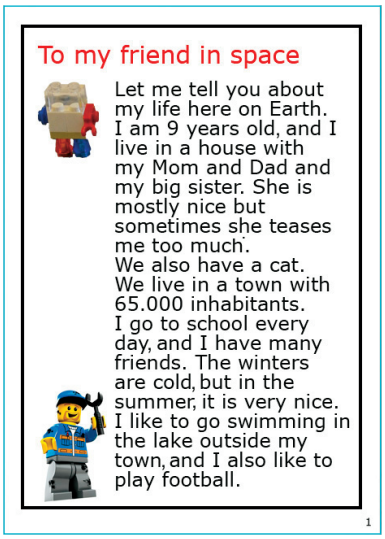




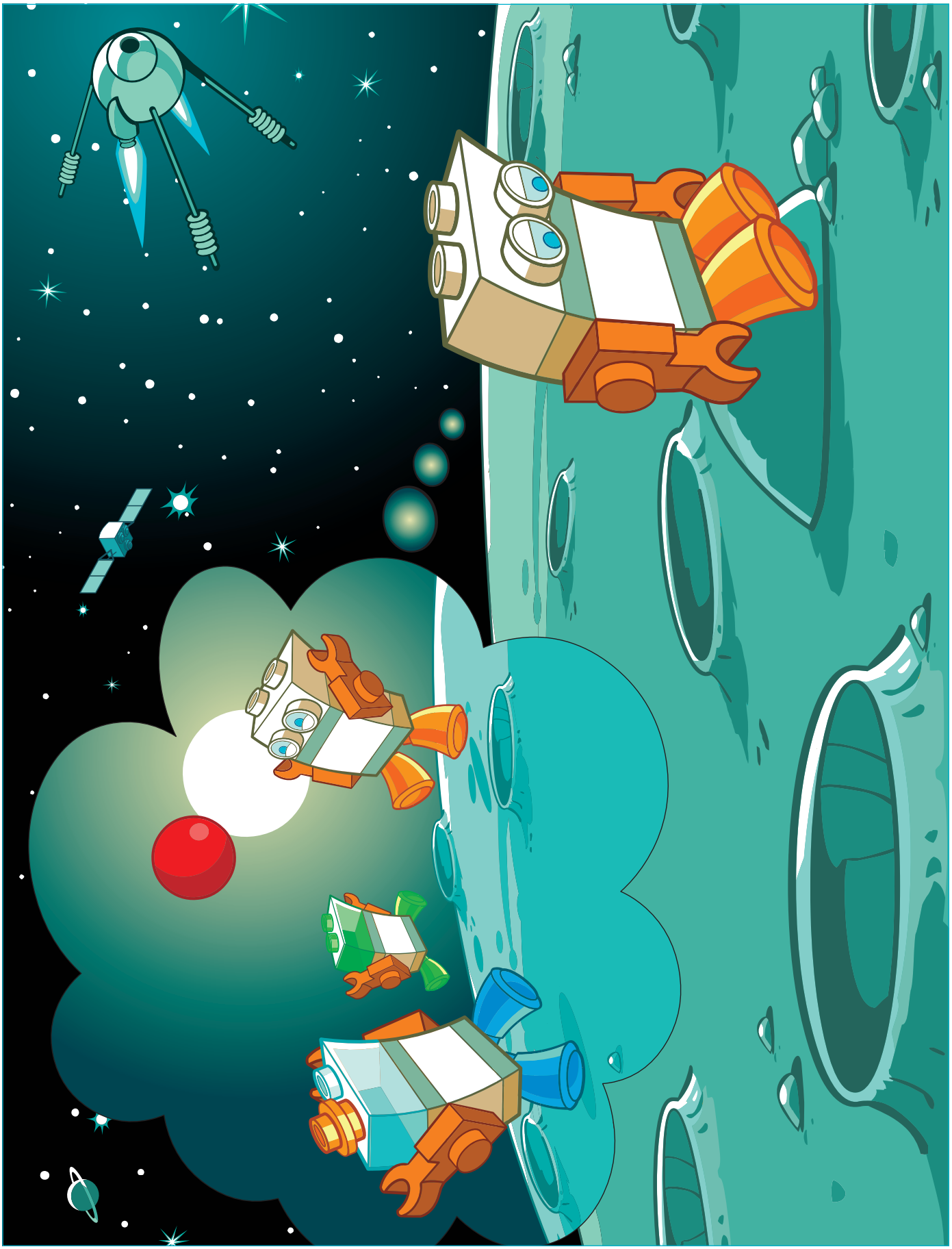
1. Rivet looks sad and lonely on the bare open landscape of the planet. She must find a friend or her robot tears will turn her to rust.
2. She transforms herself into a rocket and blasts off into space.
3. She goes exploring, searching for a friend. You can see that Rivet is part of the rocket.
4. After years in space, Rivet lands on a distant planet with an amazing castle. Her sensors pick up radio signals coming from within the castle structure. She finds three new friends on the planet.
5. Rivet and her new friends are planning a giant party. All is well, or is it?

Extending

- Use the *StoryVisualizer* software to write a letter to an imaginary friend in space. Tell your friend what it's like living on Earth. Research and find pictures of a distant planet and of Earth.



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William Has a Dream

Common Core Standards

Speaking and Listening:	2-5.1
	2-5.3
Reading for Literature:	2-5.3
	2-5.5
	2-5.7
Language:	2-5.1
Writing:	2.3
	3.3c-d
	4-5.3c-d

Learning objectives

- Express and develop ideas through collaborative discussion.
- Explain how scenes fit together to provide smooth transition and how they form the fundamental structure of a story, drama, or poem.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
- Demonstrate the use of rhyming words and letters.

Setting the scene

William is idly dreaming away on a bench. A skateboarder rolls by and William thinks to himself, "Just imagine, William's Wheel World—The Skate Park with a Difference!"

As the skateboarder disappears into the distance, William thinks, "Aha, if I could find some long-lost treasure, I could make my dreams come true!"

William gets excited at the thought. "I am the famous Wild Will Hiccup, hot on the treasure trail. To the woods! To the woods!"

Let's help to make William's dream come true. How will he find the treasure? What else will happen? Will he ever build his dream skate park? What would it look like? Who would benefit from it?



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- Remember that this is about building a dream! So amazing things can happen that wouldn't happen in real life. Be creative and inventive.

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

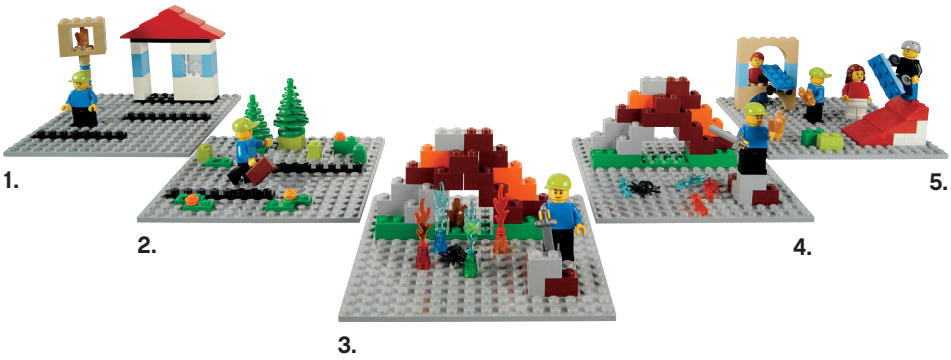
- How will the scene structures depict a dream?
- How do the other characters interact with William—if they are part of his dream?
- Is there a "William the Dreamer" outside the dream and a "Wild Will" inside the dream?
- How does he get his treasure?
- Analyze William's emotions in the different scenes.

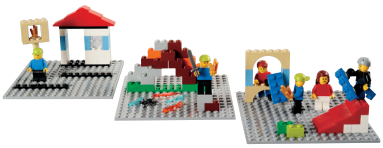
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Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience, and to use descriptive words and letter rhymes.

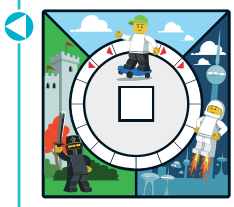
Sample solution





1. William goes to the woods.
2. He sees a mysterious cave with flames billowing from inside. "Wow, those flames are hot!" Hairy fire-spiders and deadly flames guard the entrance to the cave.
3. William finds a sword hidden inside a well outside the mysterious cave. It's a magic sword!
4. After a fierce battle, the flames are extinguished and the spiders are slain. He enters the cave and finds a treasure chest full of gold!
5. William is now very rich; he builds a skate park that is free for all to use. He renovates the cave and opens it as a tourist attraction where visitors pay an entry fee to see the slain fire-spiders.

Extending



- Use the spinner to change your scenario. Change the period in which the story takes place. Retell the story as it takes place in the new time period.

- Design a poster to announce the opening of William's new skate park, using the *StoryVisualizer* software.

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The Very Secret Map

Learning objectives

- Express and develop ideas through collaborative discussion.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
- Analyze how graphics and multimedia elements contribute to the meaning, tone, and beauty of a text.
- Use short poems, rhymes, or verse.

Common Core Standards

Speaking and Listening: **2-5.1**, **2-5.3**
Reading for Literature: **2-5.1**, **2-5.3**, **2-5.5**, **2-5.6**
Language: **2-5.1**, **2-5.5**
Writing: **2-5.3**, **2-5.6**

Setting the scene

"CLUNK! CLUNK!" The shaft on Digger Dan's spade rattles loudly. Eddie the Explorer has been waiting for years to hear that sound. This time, Eddie and his partner Digger Dan have definitely hit something big!

They recently found the secret map that everyone had been talking about. It was hidden in a hole in the wall of an ancient jungle pyramid. Although Digger Dan is used to reading maps—even old maps with poor directions—this one was so confusing that he had dug holes all over the town to no avail. Until now that is!

They are both so excited that they can't wait to dig further. The map only gives one clue as to what they will find. The clue is in the form of a short poem that they must recite while digging:

"For those who dare
Fortune lies there"

What do you think they will find?



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- How will the scenes form the structure of the story? What dangers could lurk within the secret they have unearthed? Will it help to add more lines to the poem, and what will those lines be? How will you depict feelings of fear, excitement, fright, and wonder? What will Eddie the Explorer and Digger Dan find?

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

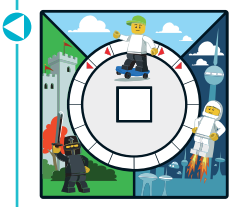
- What does Digger Dan expect to find?
- Will they become rich? If so, how will they spend their fortune?
- Can the excitement be built up further? How?

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Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. When recording and writing, ask the students to use descriptive language and adjectives.

Extending



- Use the spinner to change your scenario. Change the period in which the story takes place. Retell the story as set in the new period. What would the secret map look like? What would Digger Dan and Eddie the Explorer find?

- Use the *StoryVisualizer* software to write your story. Use photographs and include your own poem or chant.

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Pick Me, Pick Me!

Learning objectives

- Sequence and retell story events while evaluating speech.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Use characters, action, and narratives to convey a story, a theme, and emotions.
- Express individual ideas while building on others through collaborative discussions.
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events.
- Analyze how graphics and multimedia elements contribute to the meaning, tone, or beauty of a text.

Common Core Standards

Speaking and Listening: 2-5.1, 2-5.4
Reading for Literature: 2-5.1, 2-5.2, 2-5.3, 2-5.6
Language: 2-5.1, 2-5.3, 2-5.5
Writing: 2-5.1, 2-5.3, 2-5.6

Setting the scene

Once upon a time, there were two knights who lived on opposite sides of a deep valley. They were the best of friends until the day a beautiful princess moved into a large castle that lay deep in the valley below them.

One day, the two knights rode to the castle donning their finest armor in a bid to win the princess's favor and affections.

"Pick me! Pick me!" said the dark-haired knight. "My glittering armor is strong and silent, and I will hold your hand quietly forever."

"Pick me! Pick me!" said the red-haired knight. "I'm the king's champion jouster and will always protect you from harm!"

But the princess just couldn't make up her mind. The two knights became more and more jealous of each other until . . ."

What do you think happened next? How does the story evolve and end?



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- How can a castle or historical scene be depicted?
- What will the knights do to win the hand of the fair princess? Will they follow the rules of fair play?

Reflecting

Encourage the students to discuss each scene of the story as they build. What is the essence of each part? In what sequence should the scenes be arranged?

- How will you convey the princess's predicament? How does she feel? How does she express her feelings?
- Describe the story arc showing the twists and turns of the plot. Is there a "good guy" and a "bad guy?"
- Is it a happily-ever-after story, or will it have a surprise ending?

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Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. When recording and writing, ask the students to use descriptive language and adjectives.

Sample solution





1. The two knights are showing off to the princess. But she's bored and tiredly looks the other way.
2. The dark-haired knight kidnaps the red-haired knight, ties him up in chains, and locks him in his castle. He lights fires around the castle to prevent his rescue.
3. A magic frog takes pity on the red-haired knight and dissolves the chains binding his hands with one lick of its tongue.
4. The red-haired knight foils the dark-haired knight's plans and challenges him to a jousting contest.
5. The red-haired knight defeats the dark-haired knight, ties him in chains, and imprisons him. He then marries the fair princess, and they live happily ever after.

Extending

- In olden days knights, witches, and wizards were in abundance. For just a few pieces of gold, you could transform yourself—or anyone else for that matter—into an animal of your choice. Imagine this happening in your story . . . characters turning into animals! How would this change the story?

- Work with a partner and assume the roles of the two knights. You should each write a letter to the princess, explaining why she should accept your hand in marriage. Dearest Princess . . .

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A Night in the Museum

Learning objectives

- Express and develop ideas through collaborative discussion.
- Sequence and retell story events while evaluating speech.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Explain how scenes fit together to provide smooth transitions and how they form the fundamental structure of a story, drama, or poem.
- Construct a conclusion using transitional words and sensory details to describe character experiences and events.
- Enhance the use of adjectives and descriptive language.
- Analyze how graphics and multimedia elements contribute to the meaning, tone, or beauty of a text.

Common Core Standards

Speaking and Listening:	2-5.1
	2-5.4
Reading for Literature:	1-5.1
	2-5.2
	2-5.3
	2-5.6
Reading for Informational Texts:	2-5.3
	2-5.9
Language:	2-5.1
	2-5.3
	2-5.5
Writing:	2-5.3
	2-5.6

Setting the scene

Creak, rattle, squeeeeeak, rattle, clank . . .

"What's that terrible noise? Where is everybody? Where am I?"

"The last thing I remember is being on the bus. We were going on a boring school trip, to a museum. I must have fallen asleep. Where is everyone? Have they gone home without me?"

It is nearly dark; you are locked in the museum. The museum doesn't open again before tomorrow morning! The noise you heard sounded like something moving. It sounded like it came from around the corner . . .

What will happen at the museum between sunset and sunrise? Where is the eerie sound coming from? What will you do about it?



Can be used with Setting the scene

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. They should consider: the scenario, time and place, characters, props, and the main events.

- What's making that eerie sound? Is it a dangerous place to be in? Why? Why not?
- What type of museum are you in? What kinds of surprises may you encounter?
- Create a coherent story about the adventures of your night at the museum.

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

- What is your mood at the beginning of the story; are you happy, excited, sad, or bored? Why? Does your mood change?
- How will you build up the excitement in the story?
- How will you depict the darkness of night?

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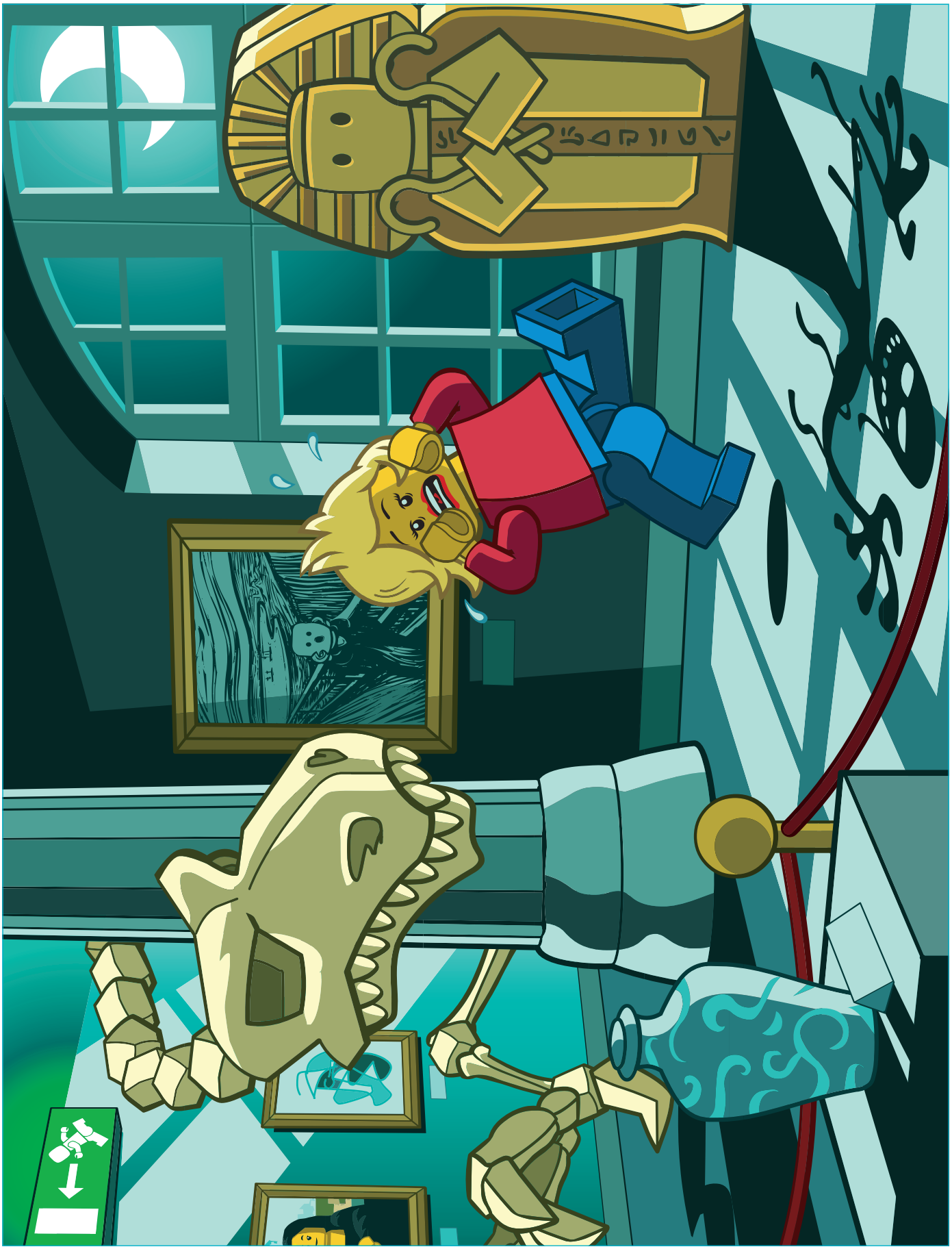
Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. Ask them to make use of descriptive language and adjectives when recording and writing, to portray the sounds in the museum and their state of mind during the adventure.

Extending

- Write a diary about the things you experienced during your night at the museum. What will you tell your school friends on the following day? What were the three scariest things that happened to you?
- Select one exhibit from the museum. Prepare a presentation with a brief summary of the exhibit. Be sure to include relevant facts and information.
- Select several exhibits or one particular time period from the museum. Create a timeline highlighting critical events or famous people from the period. Include a brief caption, with the date, for each scene structure.

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The Little Mermaid

Common Core Standards

Speaking and Listening: **2-5.1**, **2-5.2**
Reading for Literature: **2-5.2**, **2-5.5**, **2-5.9**
Language: **2-5.5**
Writing: **2-5.3**

Learning objectives

- Express and develop ideas through collaborative discussion.
- Summarize a written text, read it aloud, and determine the theme of the story, drama, or poem.
- Explain how scenes fit together to provide smooth transitions and how they form the fundamental structure of a story, drama, or poem.
- Develop character analyzing skills.
- Compare and contrast the themes, genres, topics, and pattern of events in stories, myths, and traditional literature.
- Demonstrate an understanding of figurative language.

Setting the scene

- Read the story *The Little Mermaid* to the class.
- Discuss the key details of the story with the students.
- Discuss and identify the characteristics of the fairytale and its genre.
- Which parts of the story conjure visual interpretation? What makes the story flow?





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 story, starting with “Once upon a time...”

Here are some key scene suggestions:

- The Sea King’s palace with the mermaids.
- The prince’s boat is wrecked in the storm.
- The mermaid saves the prince from drowning.
- The Sea Witch gives the mermaid a magic potion that will transform her into a human being.
- The prince marries the mermaid (or someone else).

Reflecting

These questions are designed to spark and encourage reflection:

- How are you identifying the characteristics of each genre, and what are they?
- What would your single favorite scene be? What does that scene tell us?
- What would come before and after your favorite scene?

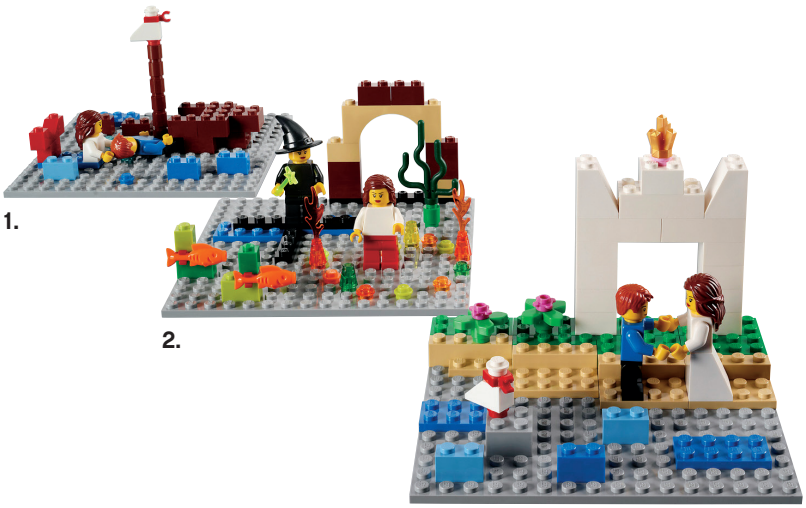
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Sharing and documenting

Ask the students to focus on the fairytale genre and character analysis when writing a summary of the story.

Sample solution





1.

2.

3.

Extending

- Many fairytales have happy endings, some have sad endings. Hans Christian Andersen's stories often have sad endings. Invite the students to change the ending of the story. It must be recognizable but have a different outcome.
- Make a different version of *The Little Mermaid* with an unexpected twist. Work in groups and take turns to build scenes for the story without it coming to a conclusion.
- Use the *StoryVisualizer* software to design a flyer about your review of *The Little Mermaid*. Use the flyer to invite members of other classes to your presentation of the review.



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Oh Woe and Horror

Learning objectives

- Read a text, then write a summary and read it aloud.
- Explain how scenes fit together to provide smooth transitions and how they form the fundamental structure of specific genres such as mystery, science fiction, and horror.
- Draw facts from literary texts to support analysis and reflection.
- Develop character analysis skills by describing a character, setting, or event in depth. Draw on specific details in the text.
- Compare and contrast themes, settings, and plots in different genres.
- Demonstrate an understanding of figurative language, word relationships, and nuance in word meanings.

Common Core Standards

Speaking and Listening:	**2-5.1**
	2-5.2
	2-5.4
Reading for Literature:	**2-5.2**
	2-5.3
	2-5.5
	2-5.9
Language:	**2-5.5**
Writing:	**2-5.3**
	4-5.9

Setting the scene

- Read a scary story, a science fiction story, or a horror story to the class.
- Discuss the key details of the story with the students.
- Talk about the traits and characteristics of the genre. Define the recognizable features of the genre.
- Which parts of the story conjure visual interpretation? What makes the story flow?



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 story. Start with "I'll never forget that grim, dark day when I suddenly experienced . . ."

Here are some key scene suggestions:

- The feeling of something supernatural entering the scene . . .
- Strange sounds and noises coming from the . . . What are they?
- The room suddenly becoming cold, and the feeling of not being alone . . .
- The never-ending noise coming from the window . . .

Reflecting

These suggestions are designed to spark and encourage reflection:

- How are you identifying the characteristics of each genre, and what are they?
- What would your single favorite scene be? What does that scene tell us?
- What would come before and after your favorite scene?

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Sharing and documenting

Ask the students to focus on genres such as horror, science fiction, and dark fantasy, with particular focus on character analysis when writing their summaries.

Extending



- Attach the setting card to the spinner and spin it to determine a change of setting. How can the scene structures be changed to fit the new setting? What effect will that have on the story's existing characters?

- Use the *StoryVisualizer* software to create a police report about an unexpected and very scary event. Read the report aloud to the class and answer any questions.

- Imagine that you are a detective. You have been hired to solve a great mystery. Write a report that includes the following:

  - An analysis of the current situation.
  - A description of evidence and clues.
  - A description of events, characters, and the scene from a detective's point of view.

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My Own Little Poem

Learning objectives

- Read a text, then write a summary and read it aloud.
- Explain how scenes fit together to provide smooth transitions, and how they form the fundamental structure of specific genres such as poems.
- Determine the theme of a story, drama, or poem.
- Identify the meaning of words and phrases used in a text, such as literal or non-literal and figurative language, used to describe significant characteristics.
- Demonstrate an understanding of rhyme.
- Explain how poems are constructed and the use of stanzas.
- Produce clear and coherent writing appropriate to task, purpose, and audience.

Common Core Standards

Speaking and Listening: **2-5.1**, **2-5.5**
Reading for Literature: **2-5.2**, **2-5.4**, **2-5.5**
Language: **2-5.5**
Writing: **2-5.4**, **2-5.6**

Setting the scene

- Read a poem aloud to the class and have the students identify rhyming words.
- Discuss the key details of the poem with the students.
- Talk about and identify the genre and characteristics of the poem.
- What is rhyme and how can it be used?
- What makes a good poem? What makes a bad poem?



Building the story

Ask the students to work in teams. Have them brainstorm ideas and create poems and rhymes. The poems can either form a story with a beginning, middle, and end or be based on a single scene structure.

Reflecting

These suggestions are designed to spark and encourage reflection:

- How are you identifying the characteristics of this genre?
- What would your single favorite scene be? What does that scene tell us?
- Point out verse and verse feet.

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Sharing and documenting

Ask the students to point out the rhymes and verse feet and how their poems fall within a specific genre as they write.

Extending

- Use the *StoryVisualizer* software to publish your poem and add the necessary items to support the meaning of the poem. Practice reciting the poem and then present it to your class.

- Poets use language and words like artists use color. Choose one element of poetic language – rhyme, alliteration, or figurative language (similes, metaphors, idioms) – and write a poem focusing on this element.

- Imagine that you have been asked to write a poem or a jingle for a commercial. First, decide which product you will be advertising. Then, think about the point of view you will adapt; this could be from the angle of the consumer or the producer. Choose one of these points of view and write a poem or jingle for the commercial.

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The Long Legend

Common Core Standards

Speaking and Listening: **2-5.1**, **2-5.4**
Reading for Literature: **2-5.2**, **2-5.5**, **2.7**, **2-5.9**
Language: **2-5.3**
Writing: **2-5.3**

Learning objectives

- Read a text, then write a summary and read it aloud.
- Explain how scenes fit together to provide smooth transitions and how they form the fundamental structure of specific genres such as a legend.
- Develop character-analyzing skills.
- Compare and contrast the themes, genres, topics, and the pattern of events in stories, myths, and traditional literature.
- Demonstrate an understanding of traditional storytelling.
- Distinguish between formal and informal language when speaking or writing.
- Write a narrative to develop a fantasy experience or event.

Setting the scene

- Present a legend to the students – read it aloud and determine what it's about.
- Discuss the key details of the legend with the students.
- Talk about and identify the characteristics of the legend genre.
- What is the meaning of *authentic*? What is fiction?
- What does it mean to have a historical content and viewpoint?



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 story. Start with "Back in ancient . . ."

Reflecting

These suggestions are designed to spark and encourage reflection:

- How are you identifying the characteristics of each genre, and what are they?
- What would your single favorite scene be? What does that scene tell us?
- What would come before and after your favorite scene?
- Point out the authentic, fictitious, and historical aspects of the legend.

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Sharing and documenting

Ask the students to use the characteristics of the legend genre and focus specifically on character analysis when writing their summaries.

Extending

- Use the *StoryVisualizer* software to make a presentation of the Long Legend, including the historical aspects. Invite other classes to your presentation.
- Legends are based on an element of truth, typically historical fact. Choose one legend and research the historical truth behind the mythical story. Make a pamphlet, a news board, or a documentary about it.
- Make a different version of The Long Legend with an unexpected twist. Work in groups and take turns building scenes for the story without knowing its conclusion.
- Adapt a favorite legend to a screenplay. Include detailed dialogue and specific stage direction. Act this legend out together with your team.

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FAQ

Do I put the stickers on the element trays or do the students do this?

It is important that the stickers are affixed correctly and precisely. We advise that the process of applying the stickers is carried out by the teacher. Allow some time for this.

How much time should I assign to each activity?

At the beginning of the process, while students are getting to know the materials and becoming familiar with all of the elements and the structure of story-making, it will probably take a whole lesson or more to get the scene structures and stories ready. It will then take a further lesson to develop, write, and document the stories using the *StoryVisualizer* software. Over time, students will become proficient and familiar with the process. This will reduce the amount of time required to complete an activity.

Can I broaden these activities to cover more than ELA?

StoryStarter is designed for developing English Language Arts skills at different grade levels. However, there is a natural, general interaction with other subject areas, such as history, geography, and social studies. The collaboration and sharing aspects of the process also foster the development of 21st-century skills.

How do I help groups of students maintain focus while working toward a shared story-result?

Learning to work collaboratively is a process that takes time. At the beginning of the process, it is advisable to assign individual tasks to individual students. Having set the scene with a group of students or a class, each student may be given a specific assignment. For example, one student can create the beginning of a story, another the middle, and a third the ending. This creates focus and attention in the initial stages of using the materials as a group.

For the younger groups, you can allow one student to act as the "StoryStarter Set Manager". This student will be in charge of preparing the set for use. Another student can be the "Tidy-up Manager"—responsible for sorting and tidying up the sets after use. A third student can be assigned "Spinner Manager"—in charge of selecting the appropriate spinner card during the activities.

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How can I use StoryStarter when I only have a few computers available in my classroom?

Students work at different levels and different speeds. Some spend a lot of time on working on the detail of their scene structures, thus enhancing their stories, others build more quickly. This means that students never finish at the same time. While some students are busy writing stories, comics, ads, etc. at the computer, others can write down their ideas on paper or photograph their scene structures.

Do I let the students take their own scene structure photographs?

Initially, in the younger grades, we recommend that the teacher takes the photographs. However, when testing the StoryStarter solution, we found that students quickly learned to take their own photographs and import them using the *StoryVisualizer* software. Having access to a camera and the *StoryVisualizer* software allows the students to make changes, adapt, and work independently at an individual and appropriate level.

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LEGO® Element Survey

For classroom management purposes and to keep track of elements, a LEGO® element survey is included with the set. The element survey serves as a checklist and provides an overview of all the elements included in the set. To assure optimal sorting and categorizing, copy and laminate the survey and provide a copy to each student or group.



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Setting

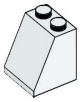

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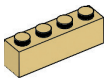

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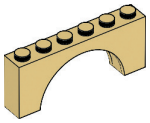

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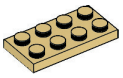

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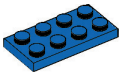

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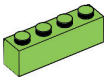

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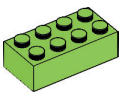

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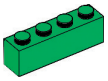

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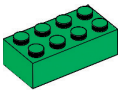

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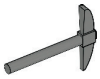

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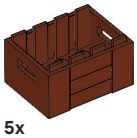

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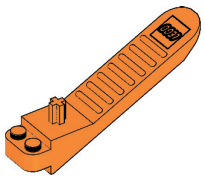
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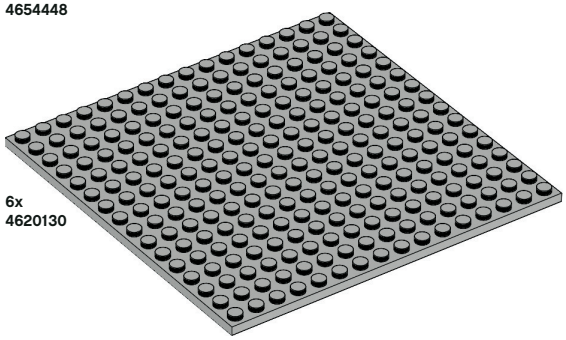
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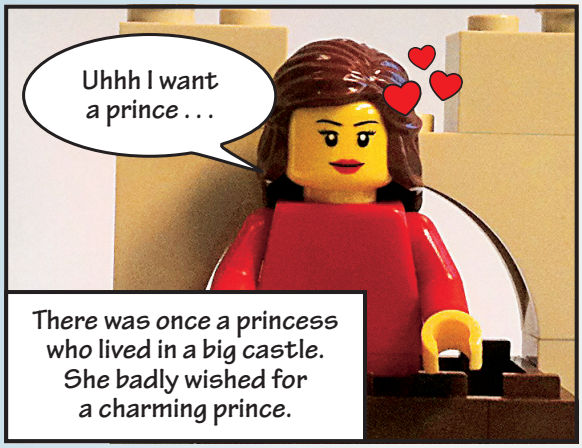
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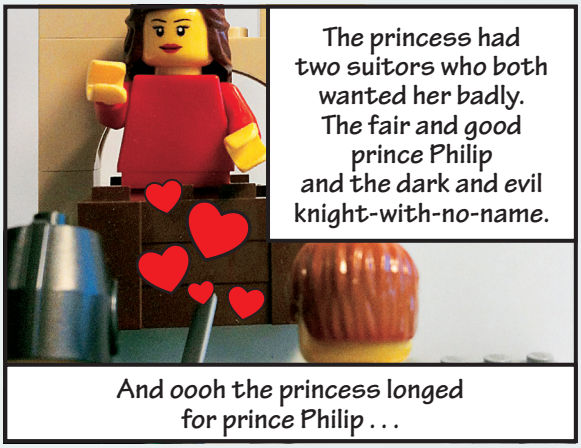
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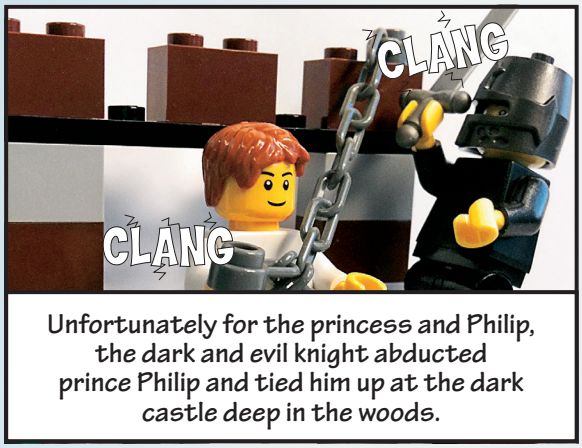
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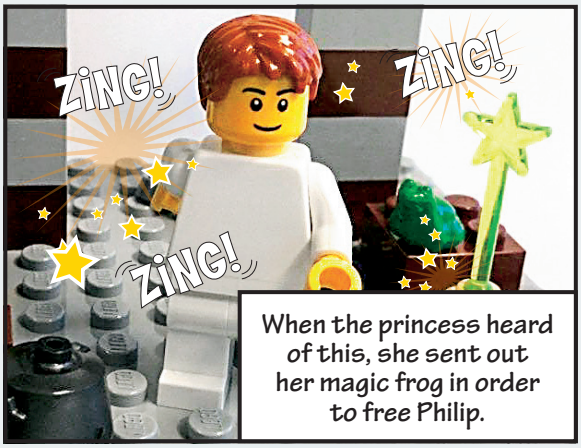
We all have a story to tell...

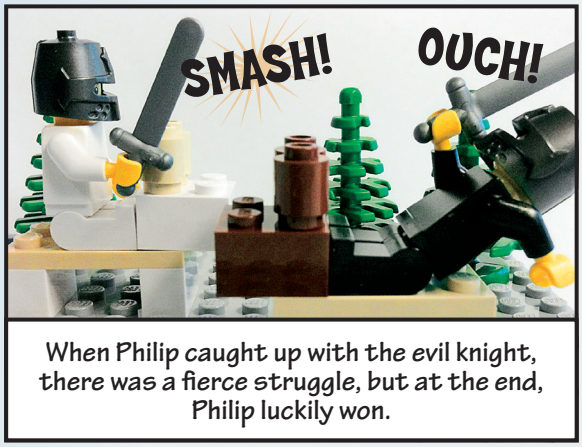
LEGO® Education StoryStarter kick-starts creativity
and boosts literacy skills within the Language Arts curriculum.

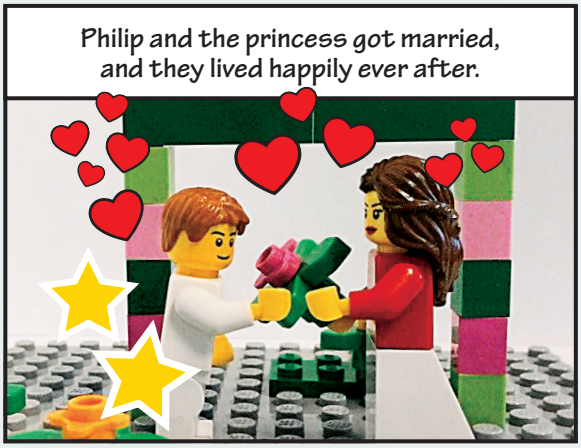












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