StoryStarter
Curriculum Packs

StoryStarter
2045100

education

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1. StoryStarter Curriculum Pack
2014 National Curriculum version **3**

2. StoryStarter Curriculum Pack
Old National Curriculum version **109**

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NATIONAL CURRICULUM STANDARDS
Spoken Language
StoryStarter
Reading
Writing
LEGO® Education

StoryStarter
2014 Curriculum Pack
National Curriculum

StoryStarter
2045100

LEGO education

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Introduction

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

Who is the material for?

StoryStarter is designed for Key stage 1 and 2, targeting the English curriculum. The StoryStarter solution is designed to develop skills in spoken language, reading, writing and areas of ICT learning.

What is it for?

StoryStarter is a unique, creative learning tool that gives students experience creating and telling stories. It develops language and comprehension skills. The StoryStarter system gets students involved from the outset, motivating them to use their imagination to develop and create characters and story lines.

Storytelling, within a supportive structure, is a powerful tool for improving literacy and encouraging students to communicate confidently. 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 creative and critical thinking as they work to create stories, scenes, objects and creatures. They will gain experience with characterization, dialogue, action and suspense, predetermined openings and endings, time lines and sequenced events. The learning scenarios—which can be matched to the educational level of the students—embrace diversity and encourage students to collaborate and share ideas, concepts, and experiences.

The StoryStarter system 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
- Analyse stories, characters, and plots
- Identify and understand genres
- Integrate technology and digital learning

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What is it?

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

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

StoryStarter Core Set

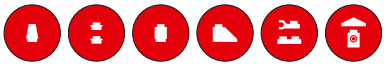
The StoryStarter Core Set consists of 1,144 carefully selected LEGO elements, including assorted characters, animals, accessories, icons, basic bricks, building plates for creating up to five story scenes, and one extra building plate for building the StoryStarter spinner. The set also includes two element 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, based either on the labelling guidelines shown here or a system of your own:

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

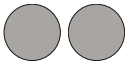
Props
This compartment could contain objects characters can hold, such as food, tools, fire, water or crystals. It could also be used for icons, such as chains, wheel parts, boxes, and flags.

Setting
This compartment could contain a selection of basic LEGO bricks to create scenes depicting plant life and vegetation.

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



Scenes
This compartment could contain the building plates and elements 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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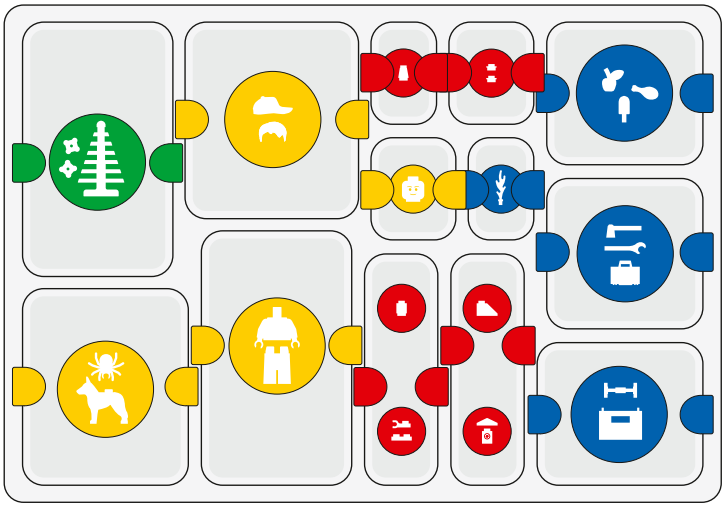
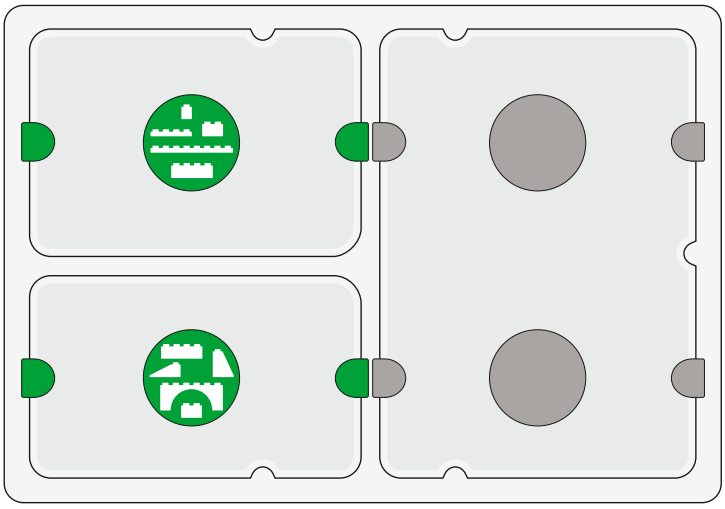
Attach the stickers
Begin by attaching the stickers to the relevant compartments as shown. Then sort the elements into the compartments. This process may take some time but will greatly benefit the learning situation in the classroom.





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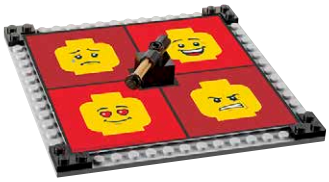
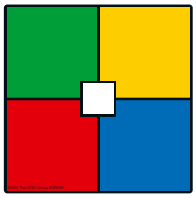
The Spinner



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

The four spinner cards are:

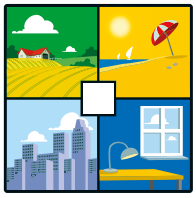
Category spinner



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

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

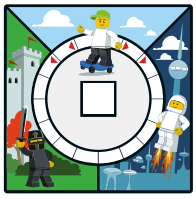
Setting spinner



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 hot or exotic setting
- Blue for an inside, outside, sea, or river setting
- Light blue for a town, village, or foreign setting

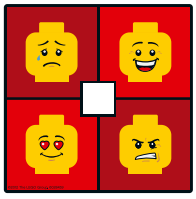
Time spinner



This spinner card determines when the story is to be set:

- 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)

Students can also make their own spinner cards to suit their needs.

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How to use it

Types of activities

There are four types of activities:

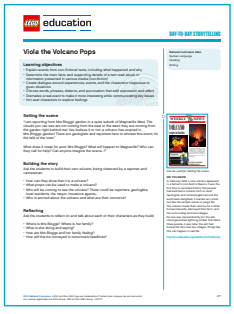
- Getting started
- Day-to-day storytelling
- Building and telling stories
- Retelling and analysing stories

Getting started

It is very important that students become familiar with the materials and elements. Otherwise they will have difficulty using 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 engage students in talking 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' key stage and ability level, a story structure can include three scene structures—a beginning (set-up), a middle (action), and an end (resolution)—or five scenes structures, consisting of a beginning, a build-up, a climax, a resolution, and an end. A story can be created by up to five students who jointly decide on a story flow, and then each student builds one of the scene structures.

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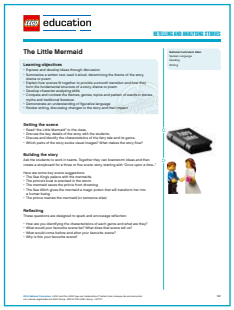
Retelling and analysing stories
These activities provide an opportunity to adapt well-known stories to suit students' ability levels and analyse and work with different genres. Read a story to the students and ask them to rebuild and retell the plot. Use this process to analyse genre features and characters.

Students may also add their own action sequences and endings. They may add a new beginning to a well-known story, or change the characters' moods or the story setting. Students can then explore the effect the changes have on the plot and story sequence.


education
RETELLING AND ANALYSING STORIES
The Little Mermaid
Learning objectives
Setting the scene
Building the story
Reflecting

Activity routes

The above activities may be selected at will in line with the curriculum focus area, teacher preferences, and key stage level. However, it is recommended you begin with the "Getting started" activities, followed by a selection of the "Day-to-day storytelling" and "Building and telling stories" activities. This ensures a natural progression towards acquiring story-making skills. The "Retelling and analysing stories" activities may be introduced at any stage of the process.

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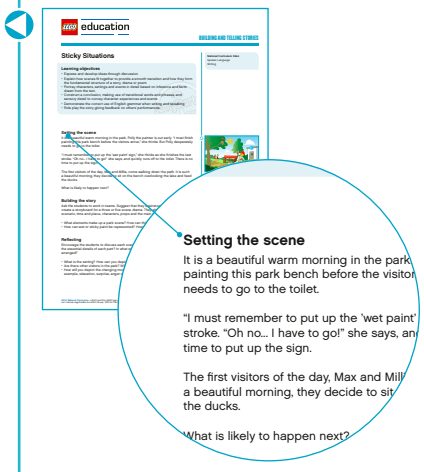
Activity structure

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

Setting the scene

Setting the scene involves an open-ended StoryStarter 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 students to determine the course of the story arc.

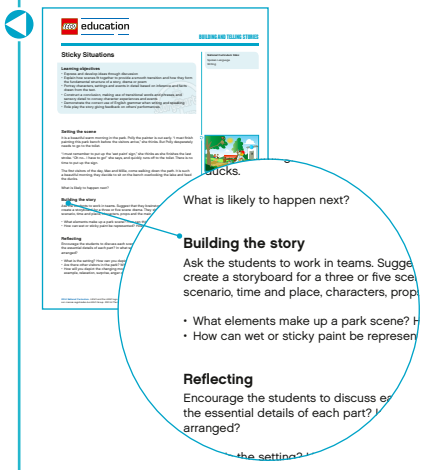
There is usually an issue, problem, challenge or opportunity embedded in the text or in the supporting illustration, where provided. It is always non-specific. This will be sufficient guidance for advanced students. Further guidance for less advanced students is found in the "Building the story" and "Reflecting" sections. Ask students to comment on their understanding of the issues and 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. Their plans will evolve as new possibilities emerge during the construction process.

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



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Reflecting
Reflecting involves revising, modifying, questioning, adapting, and further building. The students' task is to create 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 possibilities will emerge that they could not have predicted in a storyboard or in early drafts of the dialogue. Students should therefore not stringently follow a predetermined plan. They should communicate and develop the story as they build.

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

The following general questions can be used to help students self-evaluate as they build. They can also help them gain insight into their level of sophistication in demonstrating particular curriculum outcomes:

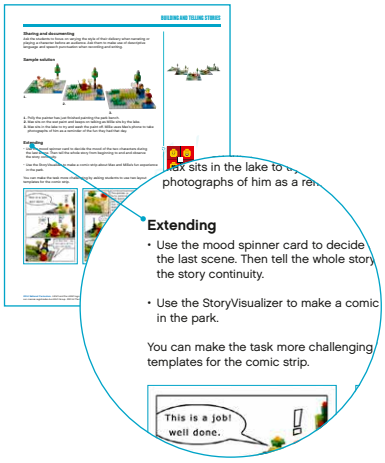
- Briefly describe the general scenario and plot.
- Which of the scenes you have designed is your favourite or the most effective and why?
- How are your characters feeling in each scene?
- How will you make those feelings evident in your story?
- How are you building up excitement in the story arc?
- Can you give a sneak preview of the dialogue and the language you will use? (examples of adjectives and descriptive words and pronouns, depending on the learning focus)
- Who is your favourite character in the story and why?

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

Storyboards, stories, and learning outcomes can be recorded and drafted in handwriting before students go on to using the StoryVisualizer software.

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

Extra software-supported activity ideas may also be used in this section to provide further narration and writing experiences.



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The 5 Ws model

A 5Ws model can be implemented with all of the activities. It provides structure to a story and helps students stay focussed on the key story-making elements. Please emphasise that all five elements should be considered during the story-creation process.

Who is it about?
This question encourages students to think about the characters in 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.

Why does it happen?
This question encourages students to focus on their story and extend their thinking and explanation to include reasons about their choices. It also encourages children to discuss their ideas and include key vocabulary.

How does it happen?
This question encourages children to extend their thinking and be analytical about how the events in their story happen. This can encourage children to have greater reasoning and become analytical thinkers.

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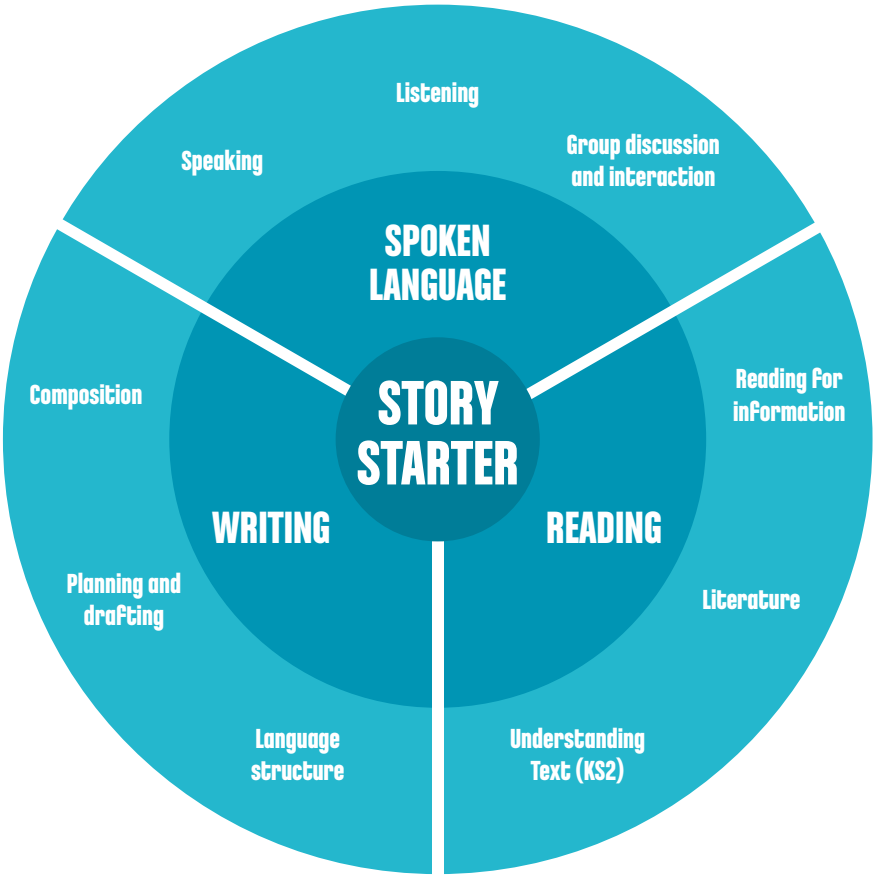
Curriculum

National Curriculum Standards

National Curriculum Standards for English 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 and writing, as shown in the curriculum wheel below.



Each activity is designed to produce specific learning outcomes and match specific level-related National Curriculum Standards. This edition of the curriculum pack includes an overview of the new standards.

For further clarification, please refer to the National Curriculum Standards overview grid on pages 16-17.

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Curriculum grid

The curriculum grid below shows how all the activities are linked to the new National Curriculum Standards for English, effective from September 2014.

2014 National Curriculum Key Stage 1				Year 1								Year 2														
				Writing Composition								Writing Composition														
● = Fully Met ◐ = Partially Met		SPOKEN LANGUAGE (ALL YEARS)	READING (ALL YEARS)	Write sentences	Saying out loud what they are going to write about	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Read aloud their writing clearly enough to be heard by their peers and the teacher		Develop positive attitudes towards and stamina for writing	Writing narratives about personal experiences and those of others (real and fictional)	Writing about real events	Writing poetry	Writing for different purposes	Consider what they are going to write before beginning	Planning or saying out loud what they are going to write about	Writing down ideas and/or key words, including new vocabulary	Encapsulating what they want to say, sentence by sentence	Make simple additions, revisions and corrections to their own writing	Evaluating their writing with the teacher and other pupils	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly	Proof-reading to check for errors in spelling, grammar and punctuation	Read aloud what they have written with appropriate intonation to make the meaning clear
Activity Title	**Type of Activity**																									
Get Spinning, Get Going	Getting Started	●			●	●	◐	●	●	●			●					●	●	●		●	◐	◐	●
Set the Mood	Getting Started	●			●	●	◐	●	●	●			●					●	●	●		●	◐	◐	●
What a Great Experience	Day-to-Day Storytelling	●			●	●	◐	●	●	●			●					●	●	●		●	◐	◐	●
Free the Tree	Day-to-Day Storytelling	●			●	●	◐	●	●	●			●	●				●	●	●		●	●	◐	●
Viola the Volcano Pops	Day-to-Day Storytelling	●	●		●	●	◐	●	●	●			●					●	●	●		●	●	◐	●
The Old Man's Gift	Day-to-Day Storytelling	●			●	●	●	●	●	●			●	●			●	●	●	●		●	●	●	●
Runaway Kitten	Day-to-Day Storytelling	●			●	●	●	●	●	●			●					●	●	●		●	●	●	●
Driftwood Island	Day-to-Day Storytelling	●			●	●	●	●	●	●			◐					●	●	●		●	◐	◐	●
Winter Wonderland	Day-to-Day Storytelling	●			●	●	●	●	●	●			●	◐				●	●	●		●	●	●	●
A Super Stadium	Day-to-Day Storytelling	●			●	●	●	●	●	●			◐	◐			●	●	●	●		●	●	●	●
Come on Campfire	Day-to-Day Storytelling	●			●	●	◐	◐	●	●			◐	◐	◐	◐	◐	●	◐	●		●	◐	◐	●
Breaking Out News	Day-to-Day Storytelling	●	●		●	●	●	●	●	●			●	●			●	●	●	●		●	●	●	●
Circus S'Cool	Day-to-Day Storytelling	●	●		●	●	◐	◐	●	●			●	●			◐	●	◐	◐		●	●	●	●
Sticky Situations	Building and Telling Stories	●	●		●	●	●	●	●	●			●	◐				●	●	●		●	●	●	●
Shy Simon Skating in the Park	Building and Telling Stories	●			●	●	●	●	●	●			●	◐				●	●	●		●	●	●	●
Rivet the Lonely Robot	Building and Telling Stories	●			●	●	●	●	●	●			●	◐				●	●	●		●	●	●	●
William Has a Dream	Building and Telling Stories	●			●	◐	◐	◐	●	●			◐	◐	◐			●	◐	◐		◐	◐	◐	●
The Very Secret Map	Building and Telling Stories	●			●	●	◐	●	●	●			●		●	●		●	●	●		●	●	●	●
Pick Me, Pick Me!	Building and Telling Stories	●			●	●	●	●	●	●			●					●	●	●		●	●	●	●
A Night in the Museum	Building and Telling Stories	●			●	●	●	●	●	●			●				●	●	●	●		●	●	●	●
The Little Mermaid	Retelling and Analysing Stories	●	●		●	●	●	●	●	●			●				●	●	●	●		●	●	●	●
Oh, Woe and Horror	Retelling and Analysing Stories	●	●		●	●	●	●	●	●			●				●	●	●	●		●	●	●	●
My Own Little Poem	Retelling and Analysing Stories	●	●		●	●	●	●	●	●			●			●	●	●	●	●		●	●	●	●
The Long Legend	Retelling and Analysing Stories	●	●		●	●	●	●	●	●			●					●	●	●		●	●	●	●

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2014 National Curriculum Key Stage 2

● = Fully Met
◐ = Partially Met

Activity Title	Type of Activity	SPOKEN LANGUAGE (ALL YEARS)	READING (ALL YEARS)	Lower Key Stage 2 (Years 3 and 4) — Writing Composition: Plan their writing	Discussing writing similar to that which they are planning to write	Discussing and recording ideas	Draft and write	Composing and rehearsing sentences orally, building a varied and ricj vocabulary	Organising paragraphs around a theme	In narratives, creating settings, characters and plot	In non-narrative material, using simple organisational devices	Evaluate and edit	Assessing the effectiveness of their own and others' writing and suggesting improvements	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Read aloud their own writing	Upper Key Stage 2 (Years 5 and 6) — Writing Composition: Plan their writing	Identifying the audience for and purpose of the writing, selecting appropriate form using a model	Noting and developing initial ideas, drawing on reading and research where necessary	In writing narratives, considering how authors have developed characters and settings	Draft and write	Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning	In narratives, describing settings, characters and atmosphere and integrating dialogue	Using a wider range of devices to build cohesion within and across paragraphs	Using further organisational and presentational devices to structure text and to guide the reader	Evaluate and edit	Assessing the effectiveness of their own and others' writing	Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning	Ensuring the consistent and correct use of tense throughout a piece of writing	Ensuring correct subject and verb agreement when using singular and plural	Proof-read for spelling and punctuation errors	Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear
Get Spinning, Get Going	Getting Started	●			◐	●		●	◐	●			◐	◐	◐	●		●	◐	◐		●	●	◐	◐		◐	◐	◐	◐	◐	●
Set the Mood	Getting Started	●			◐	●		●	◐	●			◐	◐	◐	●		●	◐	◐		●	●	◐	◐		◐	◐	◐	◐	◐	●
What a Great Experience	Day-to-Day Storytelling	●			◐	●		●	◐				◐	◐	◐	●		●	◐			●	●	◐	◐		◐	◐	◐	◐	◐	●
Free the Tree	Day-to-Day Storytelling	●			◐	●		●	◐	●			◐	◐	◐	●		●	◐	●		●	●	◐	◐		◐	◐	◐	◐	◐	●
Viola the Volcano Pops	Day-to-Day Storytelling	●	●		●	●		●	●	●	●		◐	◐	◐	●		●	●			●	◐	●	●		◐	◐	◐	◐	◐	●
The Old Man's Gift	Day-to-Day Storytelling	●			◐	●		●	●	●			●	●	●	●		●	◐	●		●	●	●	◐		●	●	●	●	●	●
Runaway Kitten	Day-to-Day Storytelling	●			●	●		●	●	●			●	●	●	●		●	◐	●		●	●	●	◐		●	●	●	●	●	●
Driftwood Island	Day-to-Day Storytelling	●			◐	●		●	◐	●			●	◐	●	●		●	◐	◐		●	●	●	◐		◐	◐	◐	◐	◐	●
Winter Wonderland	Day-to-Day Storytelling	●			◐	●		●	◐	◐	◐		●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
A Super Stadium	Day-to-Day Storytelling	●			◐	●		●	●	◐	◐		●	●	●	●		●	●	●		●	●	◐	●		●	●	●	●	●	●
Come on Campfire	Day-to-Day Storytelling	●			◐	●		●	◐	◐	◐		◐	◐	◐	●		●	●	●		●	●	●	●		◐	◐	●	●	●	●
Breaking Out News	Day-to-Day Storytelling	●	●		●	●		●	●	●	●		●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
Circus S'Cool	Day-to-Day Storytelling	●	●		●	◐		●	◐	●	◐		●	◐	●	●		●	●	◐		●	●	●	◐		◐	◐	●	◐	●	●
Sticky Situations	Building and Telling Stories	●	●		●	●		●	●	●			●	●	●	●		●	●	●		●	●	●	◐		●	●	●	●	●	●
Shy Simon Skating in the Park	Building and Telling Stories	●			◐	●		●	●	●			●	●	●	●		●	●	●		●	●	●	◐		●	●	●	●	●	●
Rivet the Lonely Robot	Building and Telling Stories	●			◐	●		●	●	●			●	●	●	●		●	●	●		●	●	●	◐		●	●	●	●	●	●
William Has a Dream	Building and Telling Stories	●			◐	●		●	◐	●	◐		◐	◐	◐	●		●	●	●		◐	◐	◐	◐		◐	◐	◐	◐	◐	●
The Very Secret Map	Building and Telling Stories	●			●	●		●	●	●	●		●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
Pick Me, Pick Me!	Building and Telling Stories	●			●	●		●	●	●			●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
A Night in the Museum	Building and Telling Stories	●			●	●		●	●	●	◐		●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
The Little Mermaid	Retelling and Analysing Stories	●	●		●	●		●	●	●	◐		●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
Oh, Woe and Horror	Retelling and Analysing Stories	●	●		●	●		●	●	●	◐		●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●
My Own Little Poem	Retelling and Analysing Stories	●	●		●	●		●			●		●	●	●	●		●	●			●			●		●	●	◐	◐	●	●
The Long Legend	Retelling and Analysing Stories	●	●		●	●		●	●	●			●	●	●	●		●	●	●		●	●	●	●		●	●	●	●	●	●

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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 support 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. 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 may not be able to resolve using words alone. Teachers can aid 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 academic 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 bubble 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
- Encourages students to think, create and write
- Provides a perfect route 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 graphical 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 using imported images, webcam capture, backdrops, clip art graphics and an easy-to-use text tool. The software simply enhances the user's creativity and helps them to realize their creative writing skills.

System requirements

Windows

- 2.33GHz or faster x86-compatible processor
- 512MB of RAM available
- 128MB 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 1.33GHz or faster processor
- 512MB of RAM available
- 128MB of graphics memory
- Mac OS X v10.6, 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 re-directed to the LEGO Education Resource Online website, where you can see all of the available updates.

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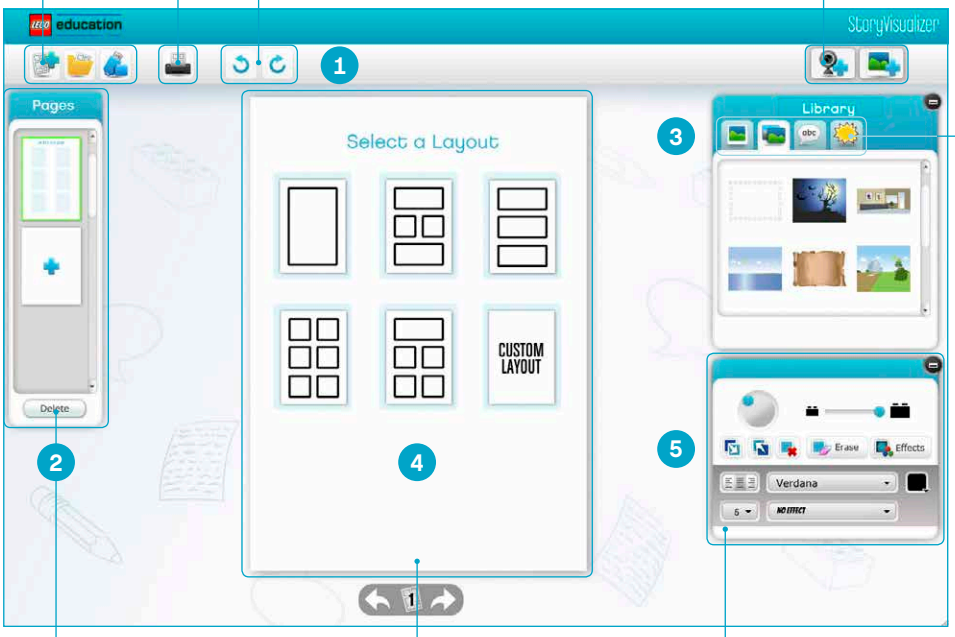
StoryVisualizer software details

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 bubbles, 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 colour, size, etc.



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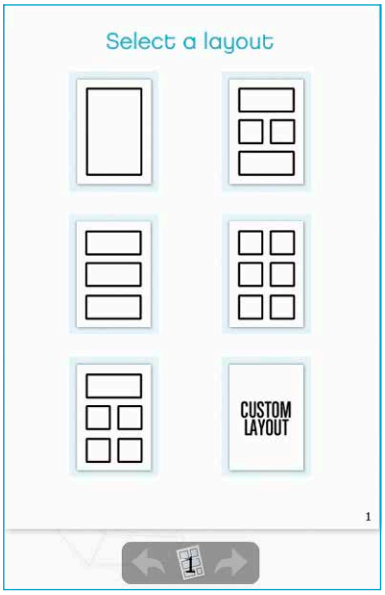
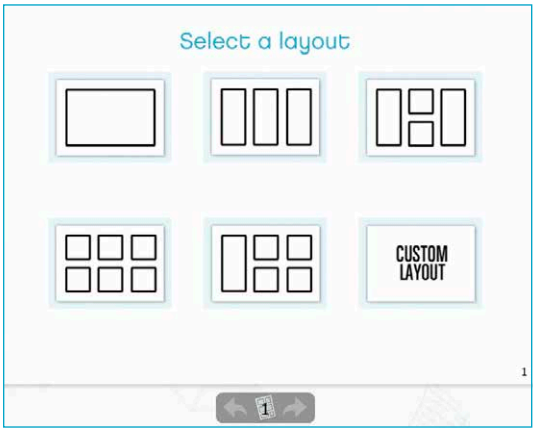
Working with default layout templates

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 customize your own template. You can use different templates for each page or use the same layout for the entire project.

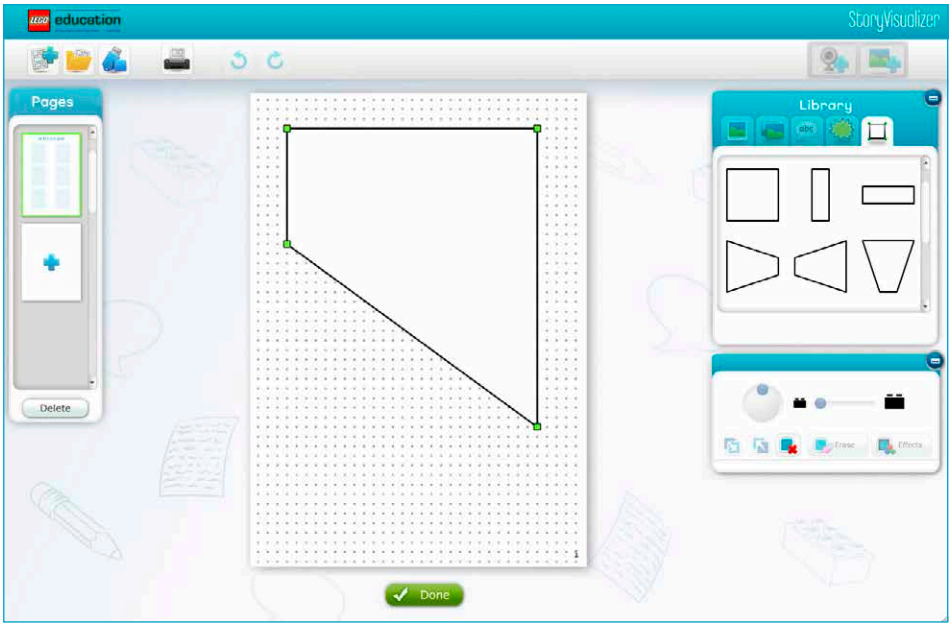




Click the "Add page" button in the page organizer panel to add a new template page to a project.

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.



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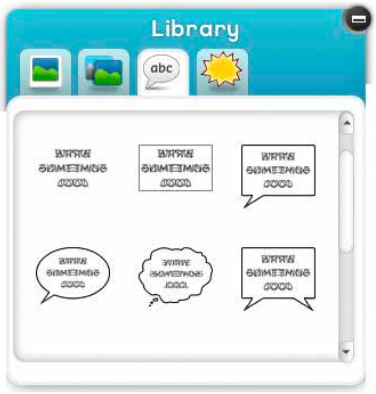
Working with text

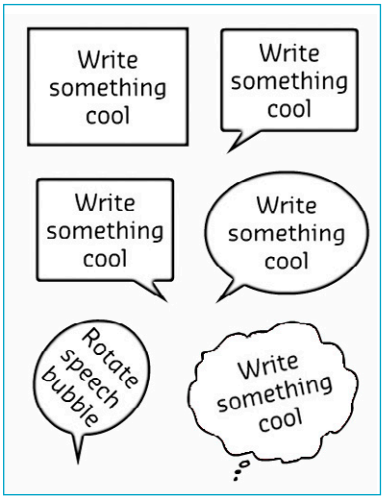
Click the text tab in the Library panel. Drag and drop a speech bubble or text box to the workspace. The text "Write something cool" will appear inside the speech bubble. Double-click to edit the text as desired. The speech bubble/text box will automatically adjust in size to fit your text.



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

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

Click the speech bubble tail to reposition the speech balloon.



Text feature examples

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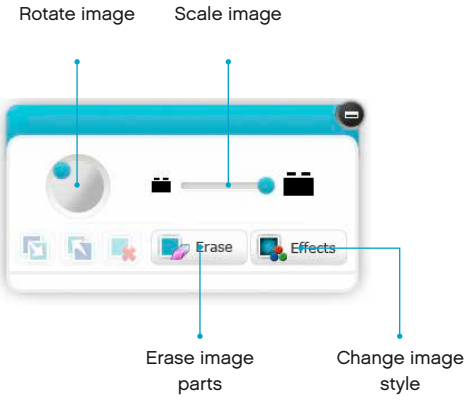
Working with images

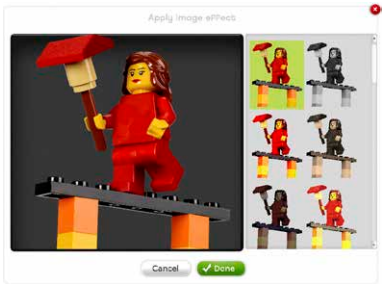
To add an image to your project, you must first import it to the image library. Click the "Import image" button in the top menu bar and browse the computer's hard drive for stored images. The StoryVisualizer software will filter the images and only show supported image files. The supported image files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

Add an image

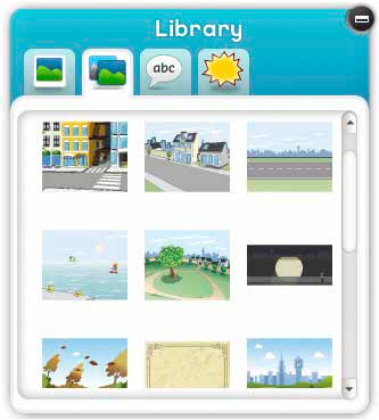
Drag and drop the image from the "Image library" to the workspace.
You can move the image around within the template framework.
To delete an imported image, click the check box, followed by the "Delete" button.
You can only delete imported images from the image library if they are not used in your project.



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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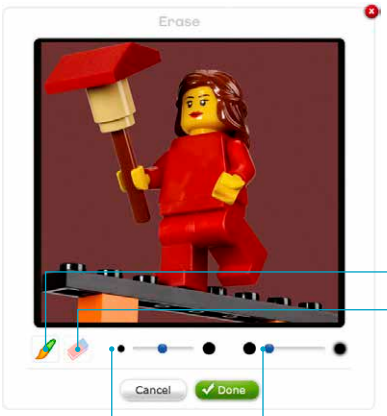
Working with image masking

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 eraser and a soft round eraser.
The size of the eraser tools can be adjusted using the slider.



Undo erasure of image

Erase portion of image

Hard round removal tool

Soft round removal tool

Image masking before

Image masking after

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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 use 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 smart phone, or any mobile phone with a built-in camera as an image-capturing device.

If using a smart phone, follow these steps:

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

Working with clip art

Click the "Clip art" tab in the library panel and drag a clip art image 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 message.
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 students be given quick and easy-to-use ideas for story-building and creating scene structures during the initial stages of the process.

The Constructopedia section contains images of simple models, designed to inspire students and 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 colour, 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 inspiration for scene structures and story creation.

After a while, 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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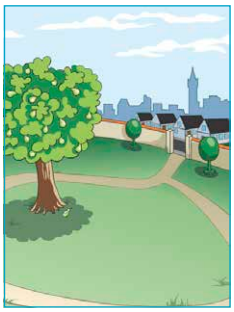
It is a good idea to photograph the students' ideas. These can also be printed and laminated to build a library to provide inspiration to others. This helps promote teamwork and inspiration among students as they communicate and share their ideas.

Backdrops

The ready-made backdrops in the StoryVisualizer software depict common scenes that can be used for multiple story variations. They can be customized to fit a students' scene structure and used during a photo shoot or 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 story 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 cardboard and use a torch 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 characterisation and analysing.

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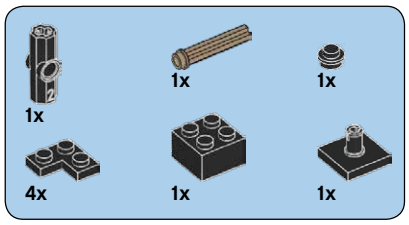
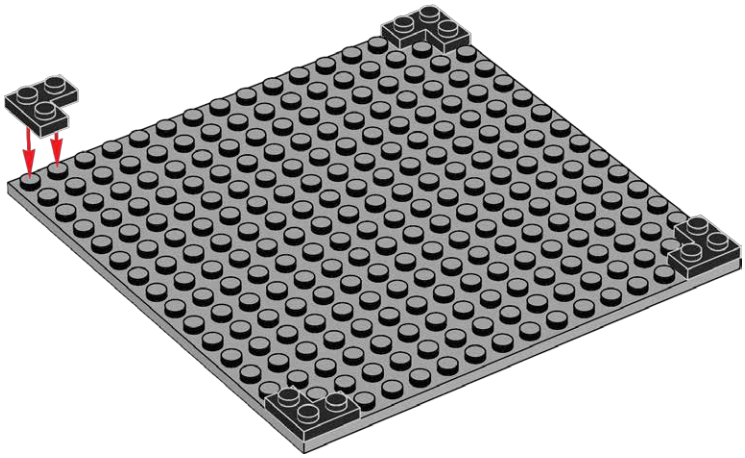
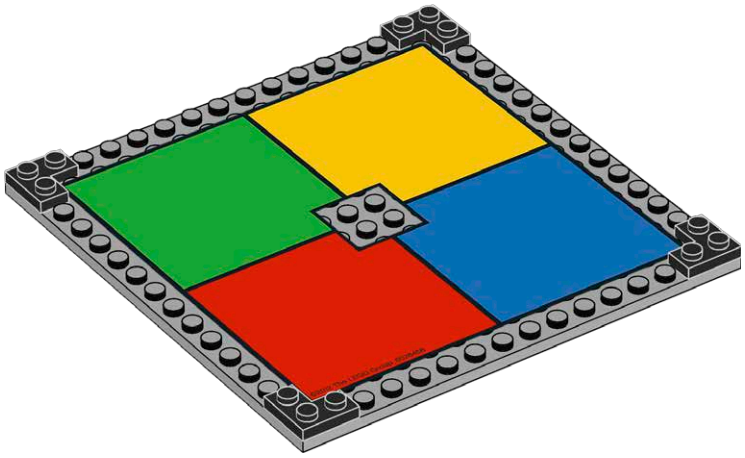
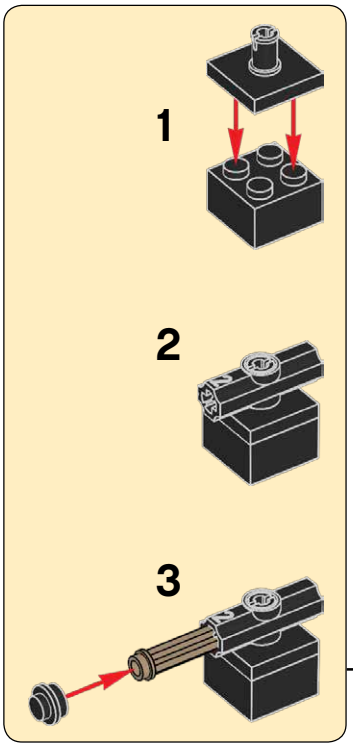


1



2





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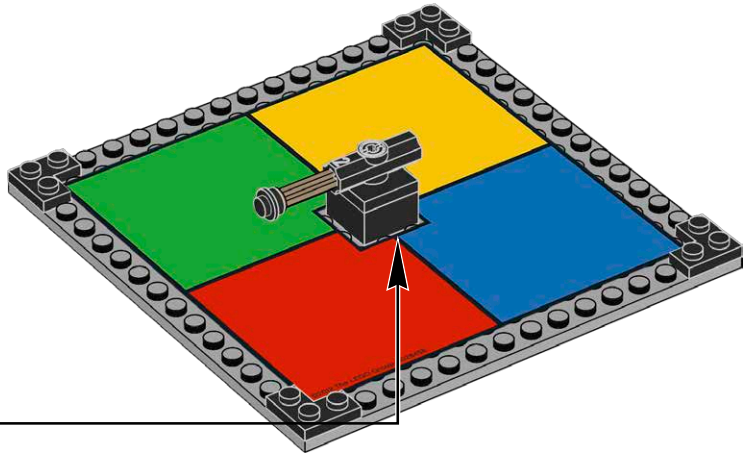

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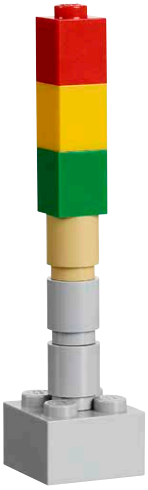

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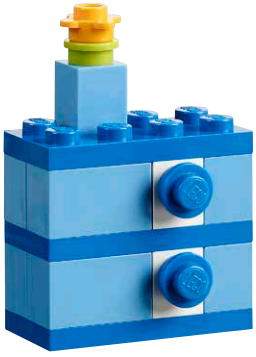

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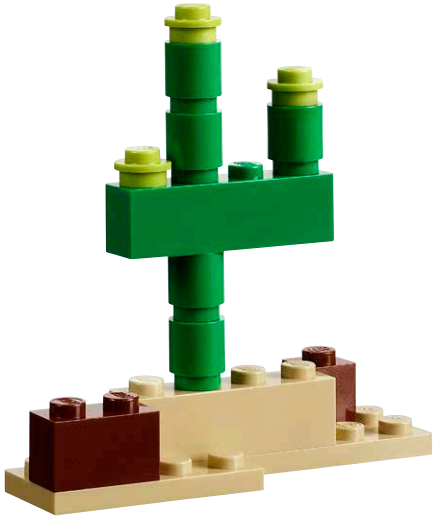

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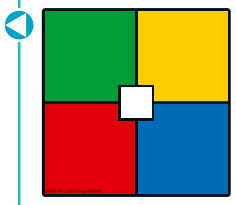
Get Spinning, Get Going

National Curriculum links:
Spoken Language
Writing

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
- Use a plan (StoryStarter) to help develop initial ideas

Setting the scene



- Ask students to form a group with one StoryStarter Core Set between them.
- Build the spinner and attach the four-colour category card.
- The spinner now has an arrow and four coloured sections that correspond to the element tray compartment colours. Students take turns spinning the spinner. When the arrow stops it will point to a colour. The student that spun the arrow then picks two bricks from a compartment with the corresponding colour.
- 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 their first story on their building plate.

- 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

Encourage the students to reflect on 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 demonstrate how the model helps them express their ideas? Reflect on the discussion of the story and how effective this was.

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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 key stage and ability level, and ask them write a story about what they have built.

Extending

- Allow the students to select extra elements to add more details.
- Where appropriate, allow the students to exchange elements to suit the purpose of their story.
- Encourage the students to 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 to build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery elements on hand to complete the story.

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Set the Mood

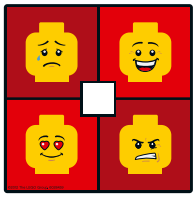
National Curriculum links:
Spoken Language
Writing

Learning objectives

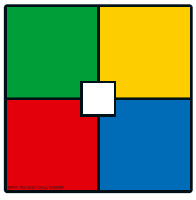
- Tell a story using relevant, descriptive details to support main ideas
- Identify and describe characters, settings and major events in a story using key details
- Explain how specific aspects of a story contribute to the mood, character or setting
- Maintain consistency in tone and style
- Write a narrative using descriptive details and feelings to develop events or the responses of characters to different situations
- Ask relevant questions to clarify and extend ideas.
- Reflect on speech and identify strengths and areas to improve.
- Plan, draft and review a narrative, ensuring it includes relevant features and language.

Setting the scene

- Ask 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 romantic.
- Replace the mood spinner card with the category spinner card.
- The spinner now has four coloured sections that correspond to the element tray compartment colours. Students take turns spinning the spinner. When the arrow stops it will point to a colour. The student that spun the arrow then picks two bricks from a compartment with the corresponding colour.
- 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 story with a partner before presenting it to an audience.

Reflecting

Encourage the students to reflect on 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 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 key stage and ability level and have them write a story about what they have built.

Extending

- Allow the students to select extra elements to add more details.
- Where appropriate, allow 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.
- Encourage the students to 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 to build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery elements on hand to complete the story.

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What a Great Experience!

National Curriculum links:
Spoken Language
Writing

Learning objectives

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

Setting the scene

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

- What did you do at the weekend (holiday or national holiday)?
- What activities did you take part in?
- Who were you with?
- Did you enjoy it?
- Where did you spend your time?
- Do you have any stories to share?
- How did you get there?

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

Ask the students to reflect on 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 model helps them express their ideas?

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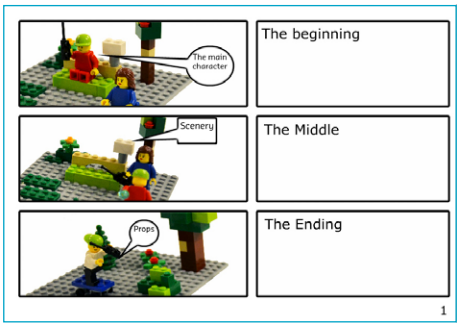
Sharing and documenting

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



Extending

- Make a big show based on 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 people to a presentation.

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Free the Tree

National Curriculum links:
Spoken Language
Writing

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
- Analyse how a character's point of view impacts on the 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
- Discuss and evaluate their own and others' writing

Setting the scene

There is a confrontation between protesters and the council forester under the cherished "Giant Fig Tree".

The Town Council says slippery leaves make walking dangerous. There is also concern 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 Fig Tree" protesters think the problems can be solved in other ways. This has always been a popular tree for children to climb in and a great picnic destination. Rare birds nest in the tree and feed on the figs. The tree is mentioned in tourist guides and features in the town brochure. Stop the chop and free the tree!

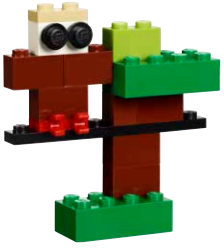
How can we help them to come up with a valid reason for preserving the tree?

Invite the students to discuss the different issues and build and present a story that illustrates 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 are in favour of the tree, what they will protest about and why.



Reflecting

Ask the students to reflect on 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. They could tell their story to an audience. The students should emphasize the differences between the characters, including their age, points of view, and opinions about the Giant Fig Tree.

Suggestions for scripts:

"There is a rare owl nesting in the tree, so it is 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 weak and fallen leaves make the road slippery. If an accident happens, people will blame the local council, so I'm sorry, it must be cut down!"

"Where will I park the pram 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 is reporting on what has happened. What angle would a TV reporter take on the situation?

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Viola the Volcano Pops

National Curriculum links:
Spoken Language
Reading
Writing

Learning objectives

- Explain events from non-fictional texts, including what happened and why
- Determine the main facts and supporting details of a text read aloud, or information presented in various media (non-fiction)
- 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
- Hot seat characters to explore feelings

Setting the scene

"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 Bloggs' 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 can they call for help? Can anyone imagine the scene...?"

Building the story

Ask the students to build their own volcano, being observed by a reporter and cameraman

- How can they show that it is 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

Ask the students to reflect on 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?

Can be used for Setting the scene:

DID YOU KNOW

In February 1943, a new volcano appeared in a farmer's corn field 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 48. The volcano made them famous for a while but permanently destroyed their farm, and the surrounding land and villages.
No one was injured directly, 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 can 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. Allow them to 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 in danger. 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 say 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 could not 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:

.....

.....

.....

.....

.....

OUR WEEKLY NEWS REPORTER DESCRIBES THE SCENE AS...

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The Old Man's Gift

National Curriculum links:
Spoken Language
Writing

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
- Order ideas and form and punctuate sentences correctly

Setting the scene

"Thank you for helping an old man across the street," said the mysterious stranger dressed in black. Sally was already running late for school, but the old man delayed her a little 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 extraordinary 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 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

Encourage the students to reflect on 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?
- How does Sally 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. Suggest that they tell their story 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, its belly slowly opened and out came a..."

"As I swung my magic Golden Crystals, everyone became quiet. They could hear a clickety-clack 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 I alone 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

National Curriculum links:
Spoken Language
Writing

Learning objectives

- Analyse 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 spooky and horror elements
- Convey experiences to the public through articles and documentaries
- Write a narrative using descriptive language
- Plan, draft and revise a story, identifying ways to improve the writing

Setting the scene

"What an adventure!" said Jenny as she carried her runaway kitten back home. She was very eager to talk about what she had just experienced. It had been amazing; she had rescued "Kitty" from the scary old house on the hill. People had said the house was haunted, or 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 students to build their 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 get up to in the house?
- Where will the house be?

Reflecting

Encourage students to reflect on 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.
- Why did Jenny rescue the kitten?

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

- Authors use words to bring their story 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 shades of meaning
- example; spooked, frightened, terrified

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Driftwood Island

National Curriculum links:
Spoken Language
Writing

Learning objectives

- Identify specific input and criteria and use these to create stories
- Imagine and invent a natural flow of action
- Express individual ideas, while building on the ideas of 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
- Share and discuss ideas for a fiction text

Setting the scene

"Well, what are we going to do now?" asked 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 we're all tied up." said Peter.

"But hey! Not all of us! Salty the dog is 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 students to build their own rescue story. How do the characters work together to escape from Driftwood Island?

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

Reflecting

Allow the students to reflect on 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 escaping from Driftwood Island. Encourage them to use their scene structures to help express their ideas.
- 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. They can tell their story to an audience. 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 eye catching? Write the article with a focus on the non-fictional features that make it more interesting to read. The article could include: a heading, photographs, captions, diagrams, maps, etc.

- Add a female TV reporter. She might be circling the island in a helicopter and reporting directly on what is going on. Remember this is to be broadcast to millions of people.

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Winter Wonderland

National Curriculum links:
Spoken Language
Writing

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 supporting one point of view with reasons, information and evidence from the text
- Distinguish between formal and informal language used by characters
- Use 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

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 netballs and footballs!"

"But what 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 home town?"

Can be used with Setting the scene

Building the story

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

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

Reflecting

Ask the students to reflect on 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?
- Have all the safety aspects been 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. They can tell their story 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 set and ready to go!"

Starter: "On your marks.. ready... set... go"

Sample solution

Extending

- Add a TV reporter. Imagine he is 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 incident 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

National Curriculum links:
Spoken Language
Writing

Learning objectives

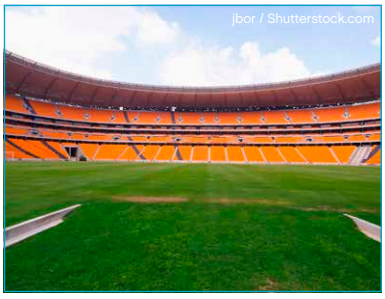
- Analyse and express different points of view
- Determine the main ideas and supporting details of a text or information presented in various media and formats
- Describe a character, setting or event in depth, drawing on specific details in the text
- Investigate how character and actions convey emotions
- Distinguish between formal and informal language when speaking and writing
- Gain and maintain the interest of audiences
- Hot seat characters asking relevant questions to extend and follow up ideas
- Evaluate speech and writing and identify ways to improve
- Use inverted commas for speech and other punctuation marks correctly

Setting the scene

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

Children love to play sports, but parents prefer them to play somewhere nearby. That usually means in the backyard or in the street outside their home.

Your favourite sports team have asked you to build them a new sports ground where children can go with their friends and family to watch exciting events.



Can be used with Setting the scene

Building the story

Ask the students to build their own mini sports ground.

- What sports equipment will it have?
- Where will the spectators sit?
- How will you define the different teams?
- Will there be a referee and a commentator?
- Who will the sports ground be for?

Reflecting

Encourage the students to reflect on 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 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 rules 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 story to an audience.

Suggestions for scripts:

Commentator: "...and the red forward is weaving down the centre 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 leaflet to hand out to local residents. The leaflet should announce the opening of the new stadium. Emphasize the benefits for parents, children, and the community as a whole.
- It is 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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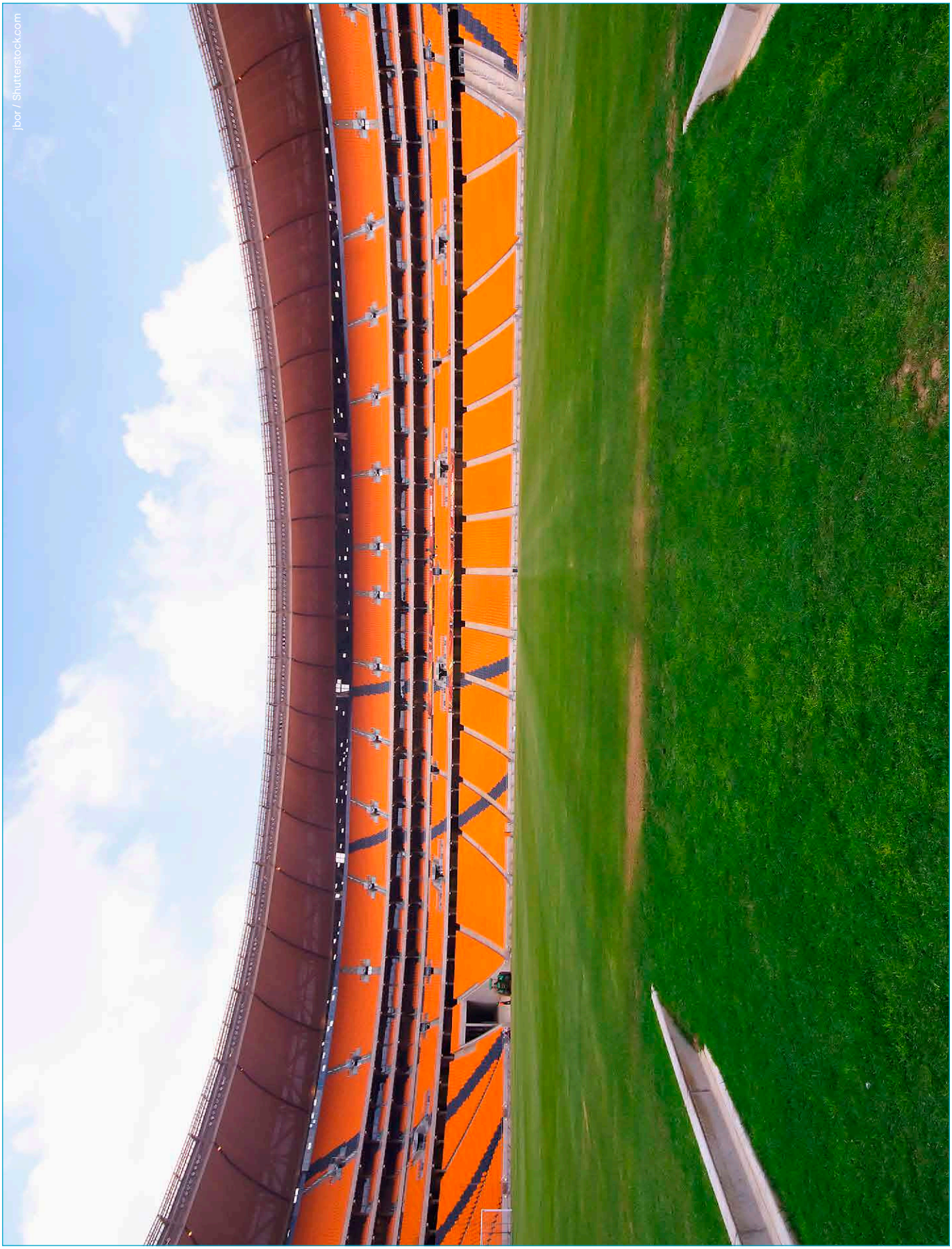

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Come on Campfire

National Curriculum links:
Spoken Language
Writing

Learning objectives

- Review key ideas expressed during the process. Build on other students' ideas and communicate 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

Setting the scene

For many city children, visiting the countryside or sitting around a campfire is just a dream. In the city there are few exciting wild animals, and the city lights obscure the stars in the night sky. Out in the country the sky has no limit, 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 do as night falls?
Where will you set up camp?

Can be used with Setting the scene

Building the story

Ask the students to build their 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 animals?

Reflecting

Ask the students to reflect on 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 going 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. They can tell their story 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 says it is true—about the two campers and the phantom grizzly bear..."

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

Character 4: "...and the buzzing of the mosquitoes and the howling 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 cosy? Design an advertising brochure to publicize your campsite. Where will you market it 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 non-fictional texts and make notes about how different authors describe country settings.

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Breaking Out News

National Curriculum links:
Spoken Language
Reading
Writing

Learning objectives

- Gather evidence from fictional or non-fictional 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

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 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 person?

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

Can be used with setting the scene

Building the story

Ask the students to build their own 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 would they think? What would they say? How would they react?

Reflecting

Ask the students to reflect on 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?

DID YOU KNOW
Jack Sheppard, burglar and jail-breaker, was a well-known name in eighteenth century England. 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 16th, 1724, watched by a sad crowd of 200,000 supporters.

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

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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 dialects.

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 clip art functions to enhance the document. Experiment with fonts, font sizes, effects, and image styles.

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THE DAILY NEWS

THE WORLD'S FAVORITE NEWSPAPER FRIDAY, 21 APRIL

Lightfingered Larry escapes from jail AGAIN! And is caught AGAIN!

STOP HIM! OR 'WE' WILL!

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

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Circus S'Cool

National Curriculum links:
Spoken Language
Reading
Writing

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
- Use 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
- Find information using the organisational features of a non-fiction book

Setting the scene

The children are bored with computer games. It has been raining outside for days, and they need some action. Mum and Dad promised long ago to take the whole family to the travelling circus the next time it came 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 family and friends!"

What exciting circus tricks are they going to perform?
Find information in non-fiction texts about the circus.

Can be used with Setting the scene

Building the story

Ask the students to build their own Mini Circus Tricks show:

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

Reflecting

Ask the students to reflect on 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 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 story and focus on the various participants' points of view. Allow them to tell their story 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 tyres without getting tired!"

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

Clown: "Now, who would like to be my victim, oops, I mean... volunteer? Who would 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 and Tricks on page 30.

Extending

- Make an advertisement or a poster to publicize your circus and attract larger audiences.
- To increase dramatic effect; darken the room when performing your circus show. Use a torch as a spotlight.

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Sticky Situations

National Curriculum links:
Spoken Language
Writing

Learning objectives

- Express and develop ideas through discussion
- Explain how scenes fit together to provide a 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
- Role play the story giving feedback on others' performances

Setting the scene

It is 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 have to go!" she says, and quickly runs off to the toilet. There is no time to put up the sign.

The first visitors of the day, Max and Millie, come walking down the path. It is 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. Suggest that they 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 elements make up a park scene? How can this be created?
- How can wet or sticky paint be represented? How can it's 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 humour?

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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

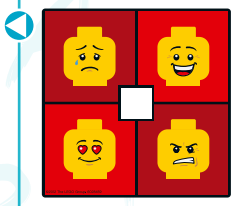
1.

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 mood 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 students to use two layout templates for the comic strip.

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Shy Simon Skating in the Park

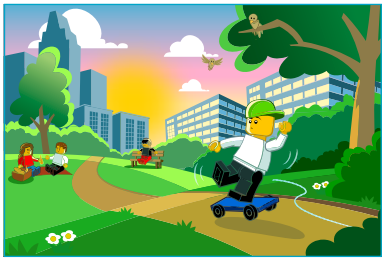
National Curriculum links:
Spoken Language
Writing

Learning objectives

- Express and develop ideas through 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
- Improve the use of adjectives and descriptive language

Setting the scene

Shy Simon has just received his very first skateboard. He doesn't want anyone to see him practising 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 it is full of people. It's Saturday, and people have come out early with their picnic baskets to reserve their ideal spot.



Can be used with Setting the scene

Shy Simon steps gingerly onto his skateboard and rolls slowly away down a damp slippery pathway. He suddenly becomes aware that he is 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 complete the story.

Building the story

Ask the students to work in teams. They can 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 characters he meets in the story?
- How does the excitement build?
- How will Simon feel at the end of the story?

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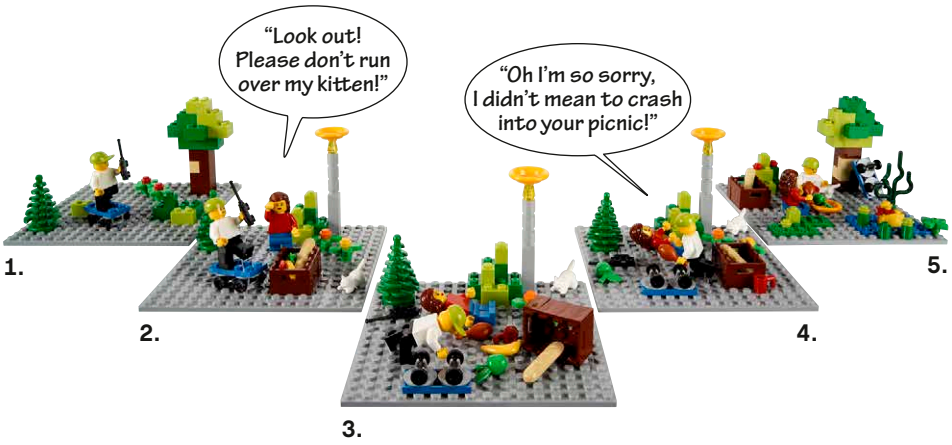
Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. Encourage 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

National Curriculum links:
Spoken Language
Writing

Learning objectives

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

Setting the scene

Rivet the Robot is bored and lonely. She wonders if—somewhere out there in the universe—there is 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 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?
Will Rivet transform herself? Why?

Can be used with Setting the scene

Building the story

Ask the students to work in teams. Together, they can 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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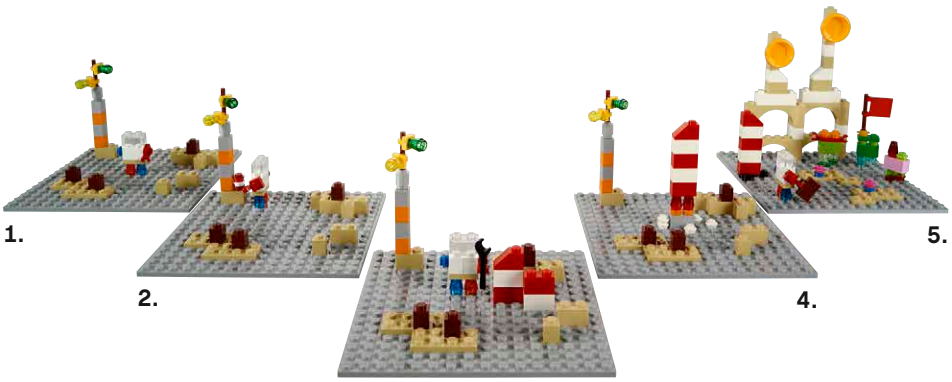
Sharing and documenting

- 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.
- Instruct the students to 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 narrative.

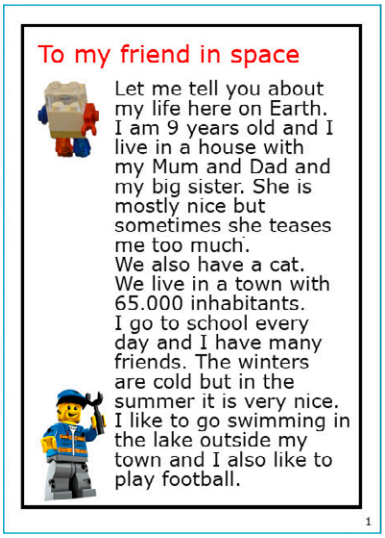
Sample solution



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 picked up radio signals coming from inside 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 is like living on Earth. Research and find pictures of a distant planet and of the Earth.



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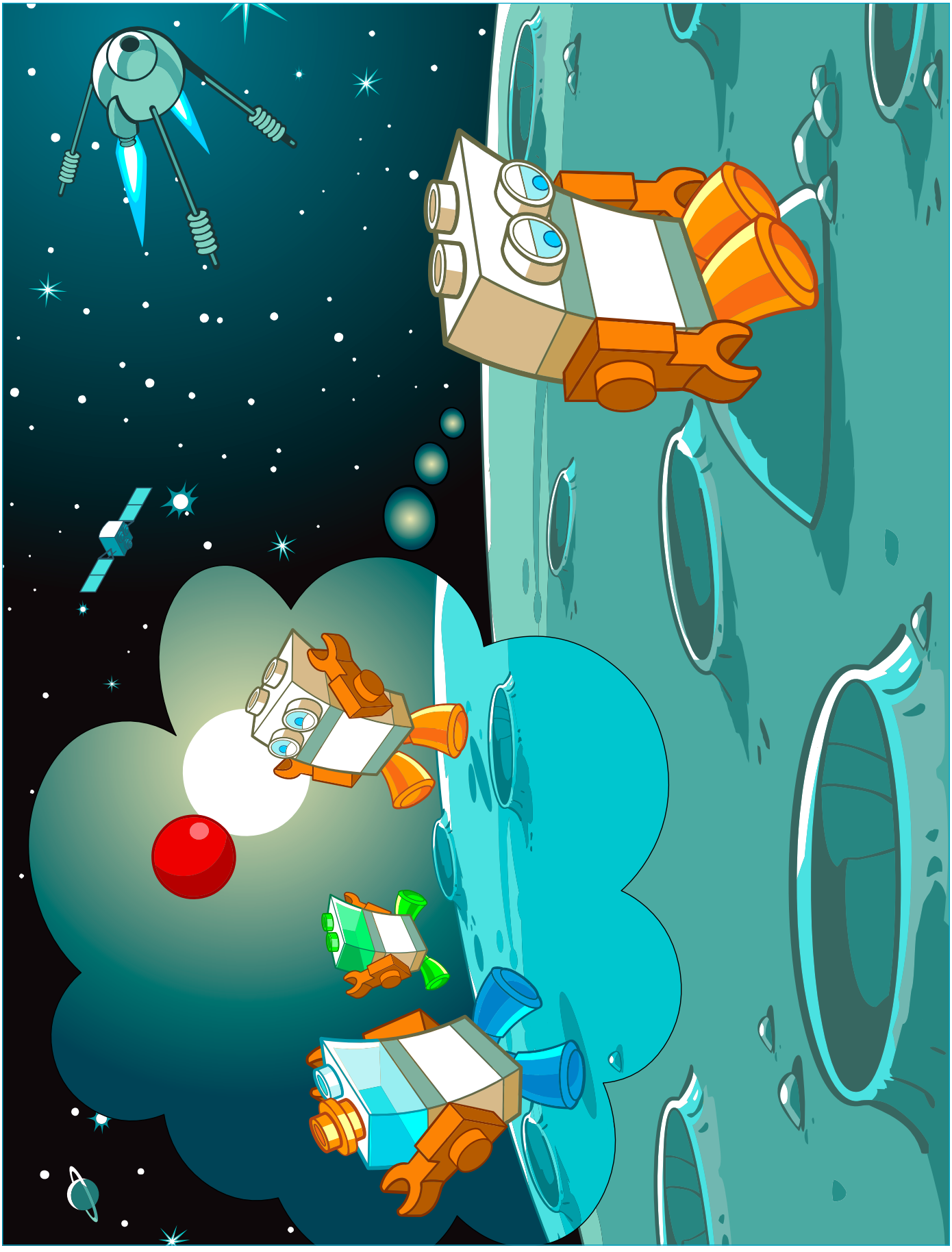

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William has a Dream

National Curriculum links:
Spoken Language
Writing

Learning objectives

- Express and develop ideas through discussion
- Explain how scenes fit together to provide a 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, using 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, "I could just 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 make William's dream come true. How will he find the treasure? What else will happen? Will he 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. Together they can 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.

- 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?
- Analyse William's emotions in the different scenes.

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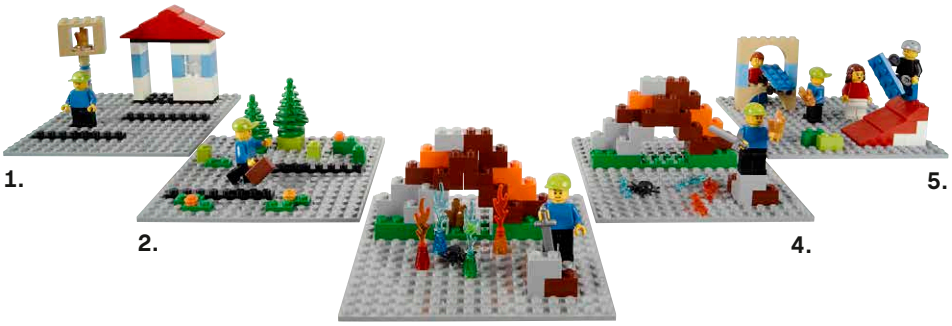
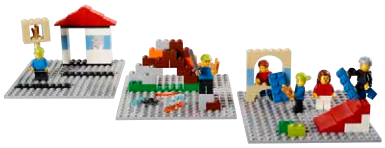
Sharing and documenting

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

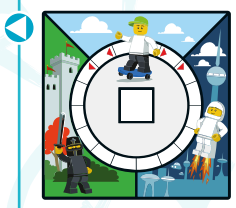
Sample solution





1. William goes to the Woods.
2. He sees a mysterious cave with flames billowing out. "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 near 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 entrance 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

National Curriculum links:
Spoken Language
Writing

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, using sensory detail to convey character experiences and events
- Use short poems, rhymes or verse

Setting the scene

"CLUNK!" the tip of Digger Dan's spade has struck something hard. 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, this one was so confusing that he had dug holes all over the town to no avail. Until now!

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. Together they can 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 should 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 further? How?

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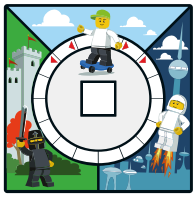
Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience, taking into account the needs of the listener. 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!

National Curriculum links:
Spoken Language
Writing

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 the ideas of others through discussion
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events
- Plan, draft and review writing identifying ways to improve
- Consider layout of work and ways to engage the reader

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.

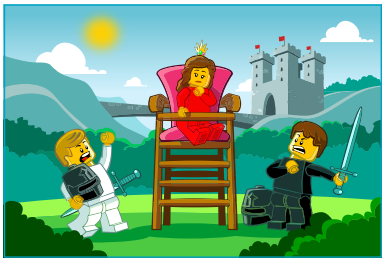
One day, the two knights rode to the castle wearing their finest armour in a bid to win the princess's favour and affections.

"Pick me! Pick me!" said the black haired knight. "My glittering armour 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 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. Together they can 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 'happy 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 is bored and wearily looks the other way.
2. The black haired knight kidnaps the red haired knight, puts him 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 black haired knight's plans and challenges him to a jousting contest.
5. The red haired knight defeats the black haired knight, puts 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

National Curriculum links:
Spoken Language
Writing

Learning objectives

- Express and develop ideas through 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 a smooth transition and how they form the fundamental structure of a story, drama or poem
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events
- Enhance the use of adjectives and descriptive language

Setting the scene

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

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

"The last thing I remember is sitting listening to a boring talk in a museum. We were on a school trip. 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 until 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. Together they can 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 is making that eerie sound? Is it a dangerous place to be? Why? Why not?
- What type of museum are you in? What kinds of surprises might 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 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 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, including the date, for each scene structure.

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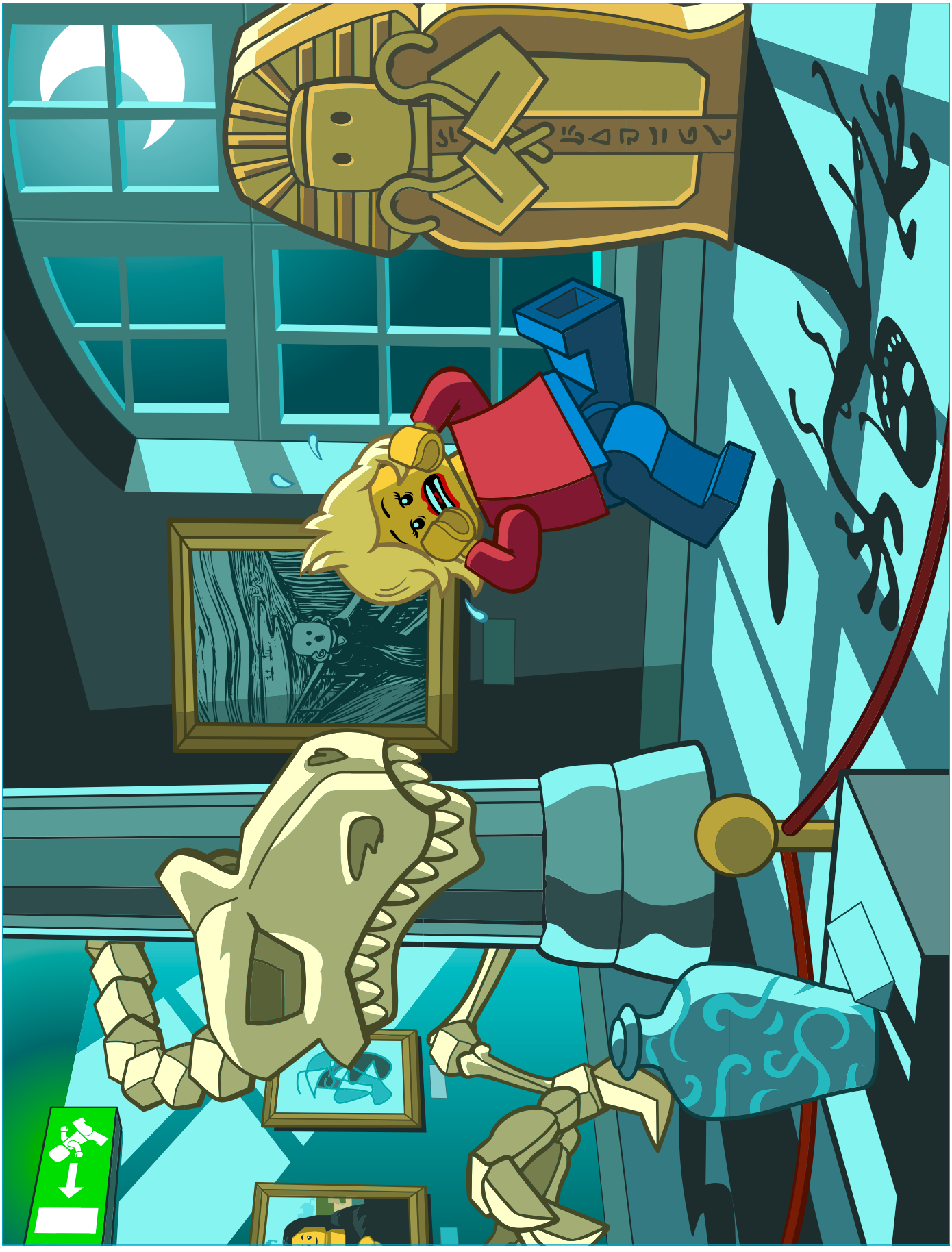

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The Little Mermaid

National Curriculum links:
Spoken Language
Reading
Writing

Learning objectives

- Express and develop ideas through discussion
- Summarize a written text, read it aloud, determining the theme of the story, drama or poem
- Explain how scenes fit together to provide a smooth transition and how they form the fundamental structure of a story, drama or poem
- Develop character analysing skills
- Compare and contrast the themes, genres, topics and pattern of events in stories, myths and traditional literature
- Demonstrate an understanding of figurative language
- Review writing, discussing changes to the story and their impact

Setting the scene

- Read "the Little Mermaid" to the class.
- Discuss the key details of the story with the students.
- Discuss and identify the characteristics of the fairy tale and its genre.
- Which parts of the story evoke visual images? What makes the story flow?

Building the story

Ask the students to work in teams. Together they can 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 favourite scene be? What does that scene tell us?
- What would come before and after your favourite scene?
- Why is this your favourite scene?

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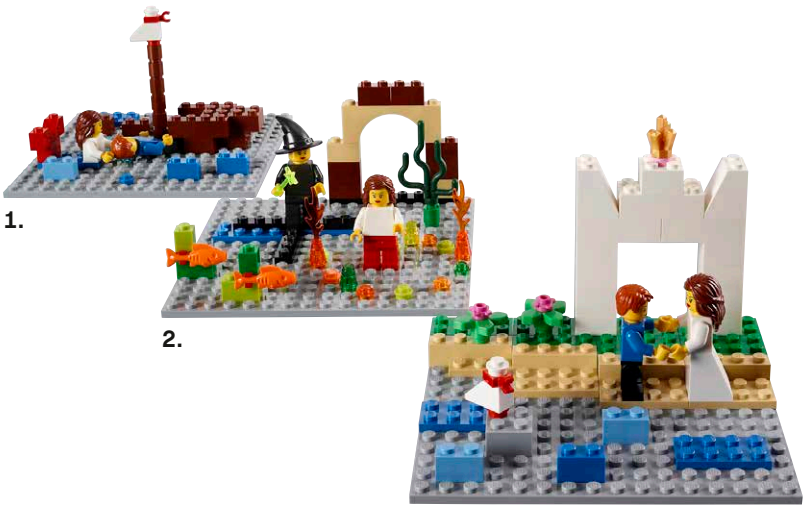
Ask the students to focus on the fairytale genre and character analysis when writing a summary of the story.

Sample solution



1.

2.

3.

Extending

- Many fairy tales have happy endings but 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

National Curriculum links:
Spoken Language
Reading
Writing

Learning objectives

- Read a text, then write a summary and read it aloud
- Explain how scenes fit together to provide a smooth transition 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
- Plan, draft and revise a report about the event

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 evoke visual images? What makes the story flow?

Building the story

Ask the students to work in teams. Together they can 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 felt/heard..."

Here are some key scene suggestions:
- The feeling of something supernatural entering the scene...
- Strange sounds and noises coming from the... What were they?
- The room suddenly becoming cold and the feeling of not being alone...
- The ceaseless 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 favourite scene be? What does that scene tell us?
- What would come before and after your favourite scene?
- Why is it your favourite scene?

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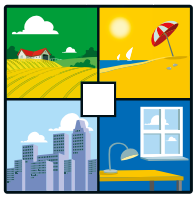
Ask the students to focus on genres such as horror, science fiction and dark fantasy, with particular focus on character analysis when writing their summaries.

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

National Curriculum links:
Spoken Language
Reading
Writing

Learning objectives

- Read a text, then write a summary and read it aloud
- Explain how scenes fit together to provide a smooth transition, 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/verses
- Produce clear and coherent writing appropriate to task, purpose and audience
- Read a poem and identify patterns of rhythm, rhyme and sounds in poems and their effects

Setting the scene

- Read a poem aloud to the class and ask the students to 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 favourite scene be? What does that scene tell us?
- Point out verses and verse rhythm

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Sharing and documenting

Ask the students to point out the rhymes and rhythm and how their poem falls within a specific genre as they write their poems.

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 colour. 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

National Curriculum links:
Spoken Language
Reading
Writing

Learning objectives

- Read a text, then write a summary and read it aloud
- Explain how scenes fit together to provide a smooth transition and how they form the fundamental structure of specific genres such as "legend"
- Develop character analysing skills
- Compare and contrast the themes, genres, topics and patterns 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 is 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 viewpoint and content?

Building the story

Ask the students to work in teams. Together they can 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 favourite scene be? What does that scene tell us?
- What would come before and after your favourite 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 and typically historical fact. Choose one legend and research the historical truth behind the legendary story. Make a leaflet, 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 to build scenes for the story without knowing its conclusion.
- Adapt a favourite 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 recommend that this be done 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 English Language Arts?

StoryStarter is designed for developing English Language Arts skills at different key stages. 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 21st Century Skills Development and diverse learning styles.

How do I help groups of students maintain focus while working towards a shared story outcome?

Learning to work collaboratively is a process that takes time. At the beginning of the process it is advisable to assign tasks to each student. 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 student the ending. This promotes focus and attention in the initial stages of using the materials in a group setting.

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 working on the detail of their scene structures, enhancing their stories, while 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.

Should 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 learnt 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. Supervision is advisable.

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LEGO® Element Catalogue

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

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Setting

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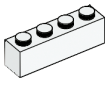
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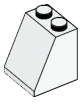
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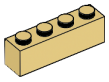
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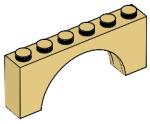
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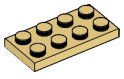
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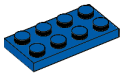
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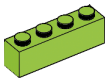
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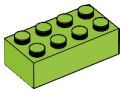
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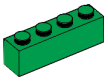
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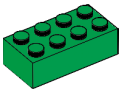
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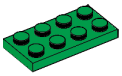
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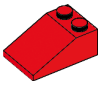
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Characters & Creatures

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Props

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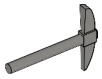
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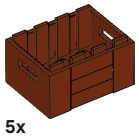
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Details

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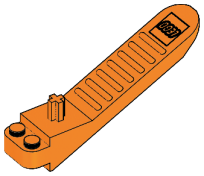

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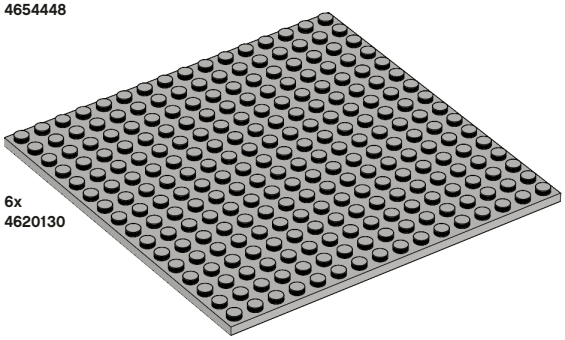

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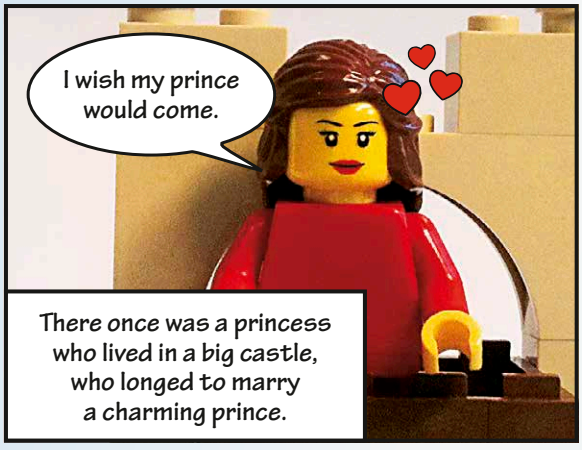
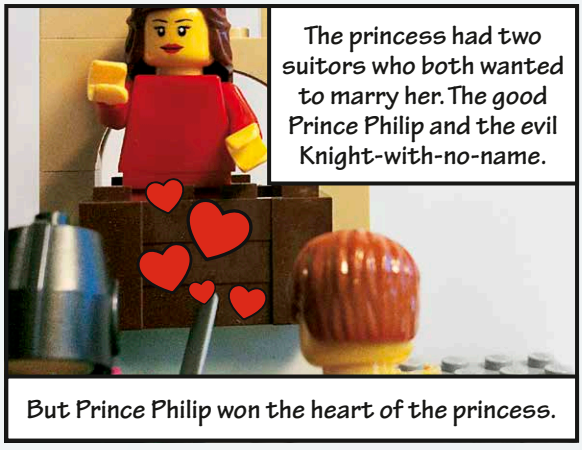
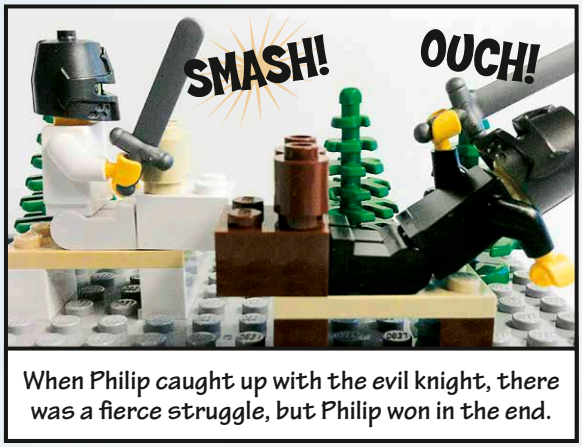
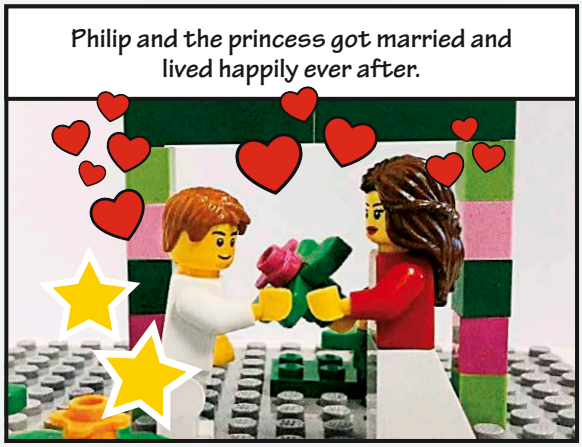
We all have a story to tell...

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









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NATIONAL CURRICULUM STANDARDS
Speaking & Listening
StoryStarter
Reading
Writing
LEGO® Education

StoryStarter
Old Curriculum Pack
National Curriculum

StoryStarter
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Introduction

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

Who is the material for?

StoryStarter is designed for Key stage 1 and 2, targeting the English curriculum. The StoryStarter solution is designed to develop skills in speaking and listening, reading, writing and areas of ICT learning.

What is it for?

StoryStarter is a unique, creative learning tool that gives students experience creating and telling stories . It develops language and comprehension skills. The StoryStarter system gets students involved from the outset, motivating them to use their imagination to develop and create characters and story lines.

Storytelling, within a supportive structure, is a powerful tool for improving literacy and encouraging students to communicate confidently. 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 creative and critical thinking as they work to create stories, scenes, objects and creatures. They will gain experience with characterization, dialogue, action and suspense, predetermined openings and endings, time lines and sequenced events. The learning scenarios—which can be matched to the educational level of the students—embrace diversity and encourage students to collaborate and share ideas, concepts, and experiences.

The StoryStarter system 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
- Analyse stories, characters, and plots
- Identify and understand genres
- Integrate technology and digital learning

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What is it?

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

The system also includes a Curriculum Pack and StoryVisualizer software to introduce the 24 activities, covering 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, icons, 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, based either on the labelling guidelines shown here or 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

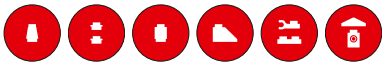
This compartment could contain objects characters can hold, such as food, tools, fire, water or crystals. It could also be used for icons, such as chains, wheel parts, boxes, and flags.

Setting

This compartment could contain a selection of basic LEGO bricks to create scenes depicting plant life and vegetation.

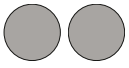
Details

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



Scenes

This compartment could contain the building plates and elements 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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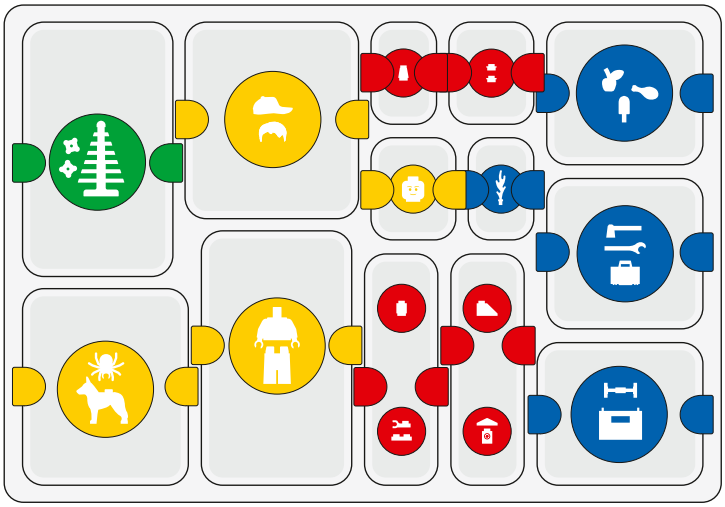
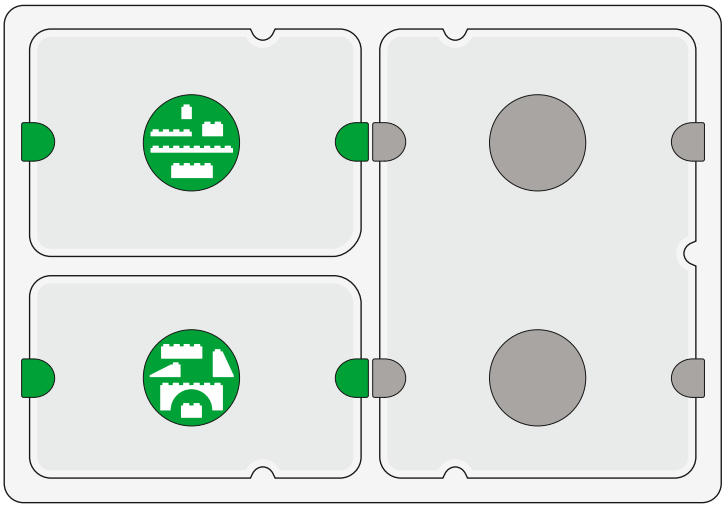
Attach the stickers
Begin by attaching the stickers to the relevant compartments as shown. Then sort the elements into the compartments. This process may take some time but will greatly benefit the learning situation in the classroom.





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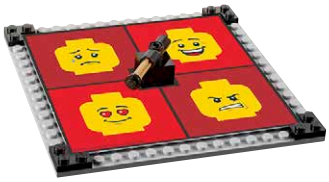
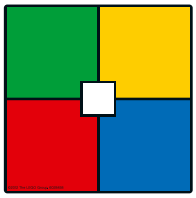
The Spinner



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

The four spinner cards are:

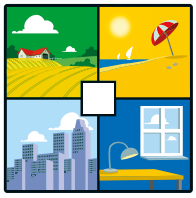
Category spinner



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

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

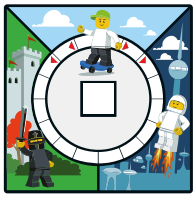
Setting spinner



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 hot or exotic setting
- Blue for an inside, outside, sea, or river setting
- Light blue for a town, village, or foreign setting

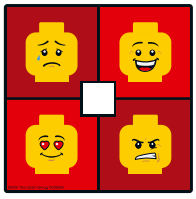
Time spinner



This spinner card determines when the story is to be set:

- 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)

Students can also make their own spinner cards to suit their needs.

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How to use it

Types of activities

There are four types of activities:

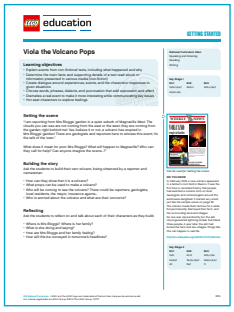
- Getting started
- Day-to-day storytelling
- Building and telling stories
- Retelling and analysing stories

Getting started

It is very important that students become familiar with the materials and elements. Otherwise they will have difficulty using 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

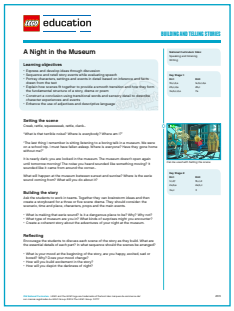
These activities give the teacher an opportunity to engage students in talking about relevant events and experiences, such as birthday parties, field trips, TV documentaries, community-related events, and book or article reviews. The examples included under "Setting the scene" present problem scenarios 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' key stage and ability level, a story structure can include three scene structures—a beginning (set-up), a middle (action), and an end (resolution)—or five scenes structures, consisting of a beginning, a build-up, a climax, a resolution, and an end. A story can be created by up to five students who jointly decide on a story flow, and then each student builds one of the scene structures.



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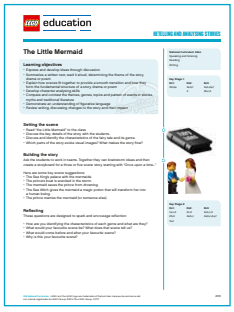
Retelling and analysing stories
These activities provide an opportunity to adapt well-known stories to suit students' ability levels and analyse and work with different genres. Read a story to the students and ask them to rebuild and retell the plot. Use this process to analyse genre features and characters.

Students may also add their own action sequences and endings. They may add a new beginning to a well-known story, or change the characters' moods or the story setting. Students can then explore the effect the changes have on the plot and story sequence.


education
RETELLING AND ANALYSING STORIES
The Little Mermaid

Activity routes

The above activities may be selected at will in line with the curriculum focus area, teacher preferences, and key stage level. However, it is recommended you begin with the "Getting started" activities, followed by a selection of the "Day-to-day storytelling" and "Building and telling stories" activities. This ensures a natural progression towards acquiring story-making skills. The "Retelling and analysing stories" activities may be introduced at any stage of the process.

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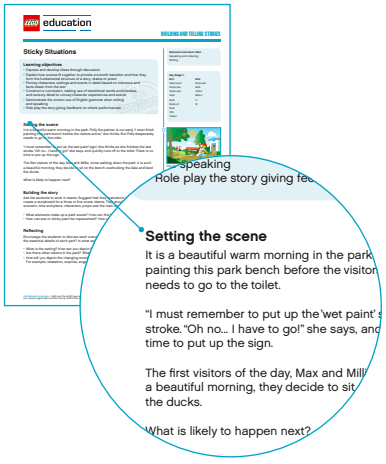
Activity structure

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

Setting the scene

Setting the scene involves an open-ended StoryStarter 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 students to determine the course of the story arc.

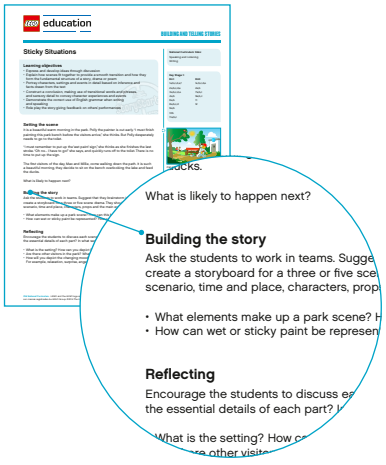
There is usually an issue, problem, challenge or opportunity embedded in the text or in the supporting illustration, where provided. It is always non-specific. This will be sufficient guidance for advanced students. Further guidance for less advanced students is found in the “Building the story” and “Reflecting” sections. Ask students to comment on their understanding of the issues and 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. Their plans will evolve as new possibilities emerge during the construction process.

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



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Reflecting
Reflecting involves revising, modifying, questioning, adapting, and further building. The students' task is to create 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 possibilities will emerge that they could not have predicted in a storyboard or in early drafts of the dialogue. Students should therefore not stringently follow a predetermined plan. They should communicate and develop the story as they build.

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

The following general questions can be used to help students self-evaluate as they build. They can also help them gain insight into their level of sophistication in demonstrating particular curriculum outcomes:

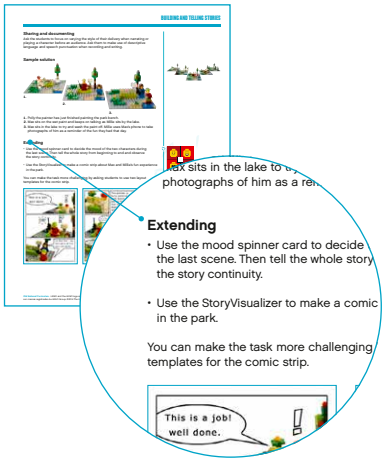
- Briefly describe the general scenario and plot.
- Which of the scenes you have designed is your favourite or the most effective and why?
- How are your characters feeling in each scene?
- How will you make those feelings evident in your story?
- How are you building up excitement in the story arc?
- Can you give a sneak preview of the dialogue and the language you will use? (examples of adjectives and descriptive words and pronouns, depending on the learning focus)
- Who is your favourite character in the story and why?

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

Storyboards, stories, and learning outcomes can be recorded and drafted in handwriting before students go on to using the StoryVisualizer software.

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

Extra software-supported activity ideas may also be used in this section to provide further narration and writing experiences.



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The 5 Ws model

A 5Ws model can be implemented with all of the activities. It provides structure to a story and helps students stay focussed on the key story-making elements. Please emphasise that all five elements should be considered during the story-creation process.

Who is it about?
This question encourages students to think about the characters in 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.

Why does it happen?
This question encourages students to focus on their story and extend their thinking and explanation to include reasons about their choices. It also encourages children to discuss their ideas and include key vocabulary.

How does it happen?
This question encourages children to extend their thinking and be analytical about how the events in their story happen. This can encourage children to have greater reasoning and become analytical thinkers.

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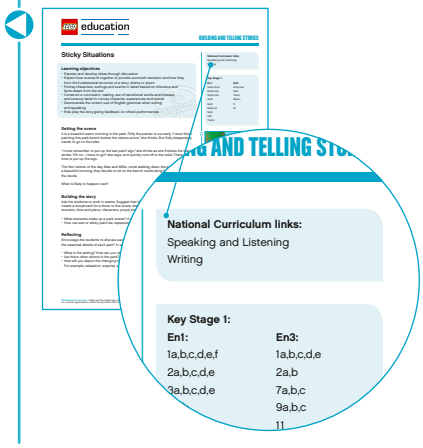
Curriculum

National Curriculum Standards

National Curriculum Standards for English 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 and writing, as shown in the curriculum wheel below.

Each activity is designed to produce specific learning outcomes and match specific level-related National Curriculum Standards. This information is provided with each of the enclosed activities.

For further clarification, please refer to the National Curriculum Standards overview on pages 124-131.



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Curriculum grid

The curriculum grid below shows how all of the activities are linked to National Curriculum Standards for English:

Activity Title	Type of Activity	Speaking and Listening	Reading	Writing
Get Spinning, Get Going	Getting Started	●		●
Set the Mood	Getting Started	●		●
What a Great Experience	Day-to-Day Storytelling	●		●
Free the Tree	Day-to-Day Storytelling	●		●
Viola the Volcano Pops	Day-to-Day Storytelling	●	●	●
The Old Man's Gift	Day-to-Day Storytelling	●		●
Runaway Kitten	Day-to-Day Storytelling	●		●
Driftwood Island	Day-to-Day Storytelling	●		●
Winter Wonderland	Day-to-Day Storytelling	●		●
A Super Stadium	Day-to-Day Storytelling	●		●
Come on Campfire	Day-to-Day Storytelling	●		●
Breaking Out News	Day-to-Day Storytelling	●	●	●
Circus S'Cool	Day-to-Day Storytelling	●	●	●
Sticky Situations	Building and Telling Stories	●		●
Shy Simon Skating in the Park	Building and Telling Stories	●		●

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Activity Title	Type of Activity	Speaking and Listening	Reading	Writing
Rivet the Lonely Robot	Building and Telling Stories	●		●
William Has a Dream	Building and Telling Stories	●		●
The Very Secret Map	Building and Telling Stories	●		●
Pick Me, Pick Me!	Building and Telling Stories	●		●
A Night in the Museum	Building and Telling Stories	●		●
The Little Mermaid	Retelling and Analysing Stories	●	●	●
Oh Woe and Horror	Retelling and Analysing Stories	●	●	●
My Own Little Poem	Retelling and Analysing Stories	●	●	●
The Long Legend	Retelling and Analysing Stories	●	●	●

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National Curriculum Standards

Key Stage 1

EN1 SPEAKING AND LISTENING:
Speaking
1. To speak clearly, fluently and confidently to different people, pupils should be taught to: a. speak with clear diction and appropriate intonation b. choose words with precision c. organise what they say d. focus on the main point(s) e. include relevant detail f. take into account the needs of their listeners.
Listening
2. To listen, understand and respond to others, pupils should be taught to: a. sustain concentration b. remember specific points that interest them c. make relevant comments d. listen to others' reactions e. ask questions to clarify their understanding f. identify and respond to sound patterns in language [for example, alliteration, rhyme, word play].
Group discussion and interaction
3. To join in as members of a group, pupils should be taught to: a. take turns in speaking b. relate their contributions to what has gone on before c. take different views into account d. extend their ideas in the light of discussion e. give reasons for opinions and actions.
Drama
4. To participate in a range of drama activities, pupils should be taught to: a. use language and actions to explore and convey situations, characters and emotions b. create and sustain roles individually and when working with others c. comment constructively on drama they have watched or in which they have taken part.
Standard English
5. Pupils should be introduced to some of the main features of spoken standard English and be taught to use them.
Language variation
6. Pupils should be taught about how speech varies: a. in different circumstances [for example, to reflect on how their speech changes in more formal situations] b. to take account of different listeners [for example, adapting what they say when speaking to people they do not know].
Breadth of study
7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.
Speaking
8. The range should include: a. telling stories, real and imagined b. reading aloud and reciting c describing events and experiences d. speaking to different people, including friends, the class, teachers and other adults.

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Listening

9. The range should include opportunities for pupils to listen to:
a. each other
b. adults giving detailed explanations and presentations [for example, describing how a model works, reading aloud]
c. recordings [for example, radio, television].

Group discussion and interaction

10. The range of purposes should include:
a. making plans and investigating
b. sharing ideas and experiences
c. commenting and reporting.

Drama activities

11. The range should include:
a. working in role
b. presenting drama and stories to others [for example, telling a story through tableaux or using a narrator]
c. responding to performances.

EN2 READING:

Reading strategies

1. Pupils should be taught to read with fluency, accuracy, understanding and enjoyment:

Word recognition and graphic knowledge

They should be taught phonemic awareness and phonic knowledge to decode and encode words, including to:
a. hear, identify, segment and blend phonemes in words in the order in which they occur
b. sound and name the letters of the alphabet
c. identify syllables in words
d. recognise that the same sounds may have different spellings and that the same spellings may relate to different sounds
e. read on sight high-frequency words and other familiar words
f. recognise words with common spelling patterns
g. recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals
h. link sound and letter patterns, exploring rhyme, alliteration and other sound patterns

Understanding text

They should be taught to use grammatical understanding and their knowledge of the content and context of texts to:
i. understand how word order affects meaning
j. decipher new words, and confirm or check meaning
k. work out the sense of a sentence by re-reading or reading ahead
l. focus on meaning derived from the text as a whole
m. use their knowledge of book conventions, structure, sequence and presentational devices
n. draw on their background knowledge and understanding of the content.

Reading for information

2. Pupils should be taught to:
a. use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters, to find information
b. understand that texts about the same topic may contain different information or present similar information in different ways
c. use reference materials for different purposes.

Literature

3. To develop their understanding of fiction, poetry and drama, pupils should be taught to:
a. identify and describe characters, events and settings in fiction
b. use their knowledge of sequence and story language when they are retelling stories and predicting events
c. express preferences, giving reasons
d. learn, recite and act out stories and poems
e. identify patterns of rhythm, rhyme and sounds in poems and their effects
f. respond imaginatively in different ways to what they read [for example, using the characters from a story in drama, writing poems based on ones they read, showing their understanding through art or music].

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Language structure and variation

4. To read texts with greater accuracy and understanding, pupils should be taught about the characteristics of different types of text [for example, beginnings and endings in stories, use of captions].

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

Literature

6. The range should include:
a. stories and poems with familiar settings and those based on imaginary or fantasy worlds
b. stories, plays and poems by significant children's authors
c. retellings of traditional folk and fairy stories
d. stories and poems from a range of cultures
e. stories, plays and poems with patterned and predictable language
f. stories and poems that are challenging in terms of length or vocabulary
g. texts where the use of language benefits from being read aloud and reread.

Non-fiction and non-literary texts

7. The range should include:
a. print and ICT-based information texts, including those with continuous text and relevant illustrations
b. dictionaries, encyclopedias and other reference materials.

EN3: WRITING:

Composition

1. Pupils should be taught to:
a. use adventurous and wide-ranging vocabulary
b. sequence events and recount them in appropriate detail
c. put their ideas into sentences
d. use a clear structure to organise their writing
e. vary their writing to suit the purpose and reader
f. use the texts they read as models for their own writing.

Planning and drafting

2. Working with the teacher and with others, in order to develop their writing, pupils should be taught to:
a. write familiar words and attempt unfamiliar ones
b. assemble and develop ideas on paper and on screen
c. plan and review their writing, discussing the quality of what is written
d. write extended texts, with support [for example, using the teacher as writer].

Punctuation

3. Pupils should be taught:
a. how punctuation helps a reader understand what is written
b. the connections between punctuation and sentence structure, intonation and emphasis
c. to use capital letters, full stops, question marks and to begin to use commas.

Spelling

4. Pupils should be taught to:

Spelling strategies

a. write each letter of the alphabet
b. use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes]
c. recognise and use simple spelling patterns
d. write common letter strings
e. spell common words
f. spell words with common prefixes and inflectional endings

Checking spelling
g. check the accuracy of their spelling, using word banks and dictionaries h. use their knowledge of word families and other words i. identify reasons for misspellings.
Handwriting and presentation
5. In order to develop a legible style, pupils should be taught:
Handwriting
a. how to hold a pencil/pen b. to write from left to right and top to bottom of a page c. to start and finish letters correctly d. to form letters of regular size and shape e. to put regular spaces between letters and words f. how to form lower- and upper-case letters g. how to join letters
Presentation
h. the importance of clear and neat presentation in order to communicate their meaning effectively.
Standard English
6. Pupils should be taught some of the grammatical features of written standard English.
Language structure
7. In composing their own texts, pupils should be taught to consider: a. how word choice and order are crucial to meaning b. the nature and use of nouns, verbs and pronouns c. how ideas may be linked in sentences and how sequences of sentences fit together.
Breadth of study
8. During the key stage, pupils should be taught the knowledge, skills and understanding through addressing the following ranges of purposes, readers and forms of writing.
9. The range of purposes for writing should include: a. to communicate to others b. to create imaginary worlds c. to explore experience d. to organise and explain information.
10. Pupils should be taught the value of writing for remembering and developing ideas.
11. The range of readers for writing should include teachers, other adults, children and the writers themselves.
12. The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, instructions.

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Key Stage 2

EN1: SPEAKING:

1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
a. use vocabulary and syntax that enables them to communicate more complex meanings
b. gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects]
c. choose material that is relevant to the topic and to the listeners
d. show clear shape and organisation with an introduction and an ending
e. speak audibly and clearly, using spoken standard English in formal contexts
f. evaluate their speech and reflect on how it varies.

Listening

2. To listen, understand and respond appropriately to others, pupils should be taught to:
a. identify the gist of an account or key points in a discussion and evaluate what they hear
b. ask relevant questions to clarify, extend and follow up ideas
c. recall and re-present important features of an argument, talk, reading, radio or television programme, film
d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
e. respond to others appropriately, taking into account what they say.

Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:
a. make contributions relevant to the topic and take turns in discussion
b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
c. qualify or justify what they think after listening to others' questions or accounts
d. deal politely with opposing points of view and enable discussion to move on
e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Drama

4. To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:
a. create, adapt and sustain different roles, individually and in groups
b. use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
c. use dramatic techniques to explore characters and issues [for example, hot seating, flashback]
d. evaluate how they and others have contributed to the overall effectiveness of performances.

Standard English

5. Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.

Language variation

6. Pupils should be taught about how language varies:
a. according to context and purpose [for example, choice of vocabulary in more formal situations]
b. between standard and dialect forms [for example, in drama, the effect of using standard or dialect forms]
c. between spoken and written forms [for example, the differences between transcribed speech, direct speech and reported speech].

Breadth of study

7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following range of activities, contexts and purposes.

Speaking

8. The range should include:
a. reading aloud
b. presenting to different audiences
c. extended speaking for different purposes.

Listening

9. The range should include opportunities for pupils to listen to:
a. live talks/readings/presentations
b. recordings [for example, radio, television, film]
c. others in groups.

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Group discussion and interaction

10. The range of purposes should include:
a. investigating, selecting, sorting
b. planning, predicting, exploring
c. explaining, reporting, evaluating.

Drama activities

11. The range should include:
a. improvisation and working in role
b. scripting and performing in plays
c. responding to performances.

EN2: READING:

Reading strategies

1. To read with fluency, accuracy and understanding, pupils should be taught to use:
a. phonemic awareness and phonic knowledge
b. word recognition and graphic knowledge
c. knowledge of grammatical structures
d. contextual understanding.

Understanding texts

2. Pupils should be taught to:
a. use inference and deduction
b. look for meaning beyond the literal
c. make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]
d. use their knowledge of other texts they have read.

Reading for information

3. Pupils should be taught to:
a. scan texts to find information
b. skim for gist and overall impression
c. obtain specific information through detailed reading
d. draw on different features of texts, including print, sound and image, to obtain meaning
e. use organisational features and systems to find texts and information
f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
g. consider an argument critically.

Literature

4. To develop understanding and appreciation of literary texts, pupils should be taught to:
a. recognise the choice, use and effect of figurative language, vocabulary and patterns of language
b. identify different ways of constructing sentences and their effects
c. identify how character and setting are created, and how plot, narrative structure and themes are developed
d. recognise the differences between author, narrator and character
e. evaluate ideas and themes that broaden perspectives and extend thinking
f. consider poetic forms and their effects
g. express preferences and support their views by reference to texts
h. respond imaginatively, drawing on the whole text and other reading
i. read stories, poems and plays aloud.

Non-fiction and non-literary texts

5. To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to:
a. identify the use and effect of specialist vocabulary
b. identify words associated with reason, persuasion, argument, explanation, instruction and description
c. recognise phrases and sentences that convey a formal, impersonal tone
d. identify links between ideas and sentences in non-chronological writing
e. understand the structural and organisational features of different types of text [for example, paragraphing, subheadings, links in hypertext]
f. evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons]
g. engage with challenging and demanding subject matter.

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Language structure and variation

6. To read texts with greater accuracy and understanding, pupils should be taught to identify and comment on features of English at word, sentence and text level, using appropriate terminology [for example, how adjectives and adverbs contribute to overall effect, the use of varying sentence length and structure, connections between chapters or sections].

Breadth of study

7. During the key stage, pupils should be taught the knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

Literature

8. The range should include:
a. a range of modern fiction by significant children's authors
b. long-established children's fiction
c. a range of good-quality modern poetry
d. classic poetry
e. texts drawn from a variety of cultures and traditions
f. myths, legends and traditional stories
g. playscripts.

Non-fiction and non-literary texts

9. The range should include:
a. diaries, autobiographies, biographies, letters
b. print and ICT-based reference and information materials [for example, textbooks, reports, encyclopedias, handbooks, dictionaries, thesauruses, glossaries, CD-ROMs, internet]
c. newspapers, magazines, articles, leaflets, brochures, advertisements.

EN3: WRITING:

Composition

1. Pupils should be taught to:
a. choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
b. broaden their vocabulary and use it in inventive ways
c. use language and style that are appropriate to the reader
d. use and adapt the features of a form of writing, drawing on their reading
e. use features of layout, presentation and organisation effectively.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:
a. plan - note and develop initial ideas
b. draft - develop ideas from the plan into structured written text
c. revise - change and improve the draft
d. proofread - check the draft for spelling and punctuation errors, omissions and repetitions
e. present - prepare a neat, correct and clear final copy
f. discuss and evaluate their own and others' writing.

Punctuation

3. Pupils should be taught to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.

Spelling

4. Pupils should be taught:

Spelling strategies

a. to sound out phonemes
b. to analyse words into syllables and other known words
c. to apply knowledge of spelling conventions
d. to use knowledge of common letter strings, visual patterns and analogies
e. to check their spelling using word banks, dictionaries and spellcheckers
f. to revise and build on their knowledge of words and spelling patterns

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Morphology
g. the meaning, use and spelling of common prefixes and suffixesh. the spelling of words with inflectional endingsi. the relevance of word families, roots and origins of wordsj. the use of appropriate terminology, including vowel, consonant, homophone and syllable.
Handwriting and presentation
5. Pupils should be taught to:a. write legibly in both joined and printed styles with increasing fluency and speedb. use different forms of handwriting for different purposes [for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes].
Standard English
6. Pupils should be taught: a. how written standard English varies in degrees of formality [for example, differences between a letter to a friend about a school trip and a report for display] b. some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.
Language structure
7. Pupils should be taught: a. word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles b. the features of different types of sentence, including statements, questions and commands, and how to use them [for example, imperatives in commands] c. the grammar of complex sentences, including clauses, phrases and connectives d. the purposes and organisational features of paragraphs, and how ideas can be linked.
Breadth of study
8. During the key stage, pupils should be taught the knowledge, skills and understanding through addressing the following range of purposes, readers and forms of writing.
9. The range of purposes for writing should include: a. to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader b. to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader c. to persuade, focusing on how arguments and evidence are built up and language used to convince the reader d. to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it.
10. Pupils should also be taught to use writing to help their thinking, investigating, organising and learning.
11. The range of readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers.
12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

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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 support 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. 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 may not be able to resolve using words alone. Teachers can aid 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 academic 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 bubble 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
- Encourages students to think, create and write
- Provides a perfect route 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 graphical 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 using imported images, webcam capture, backdrops, clip art graphics and an easy-to-use text tool. The software simply enhances the user's creativity and helps them to realize their creative writing skills.

System requirements

Windows

- 2.33GHz or faster x86-compatible processor
- 512MB of RAM available
- 128MB 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 1.33GHz or faster processor
- 512MB of RAM available
- 128MB 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 re-directed to the LEGO Education Resource Online website, where you can see all of the available updates.

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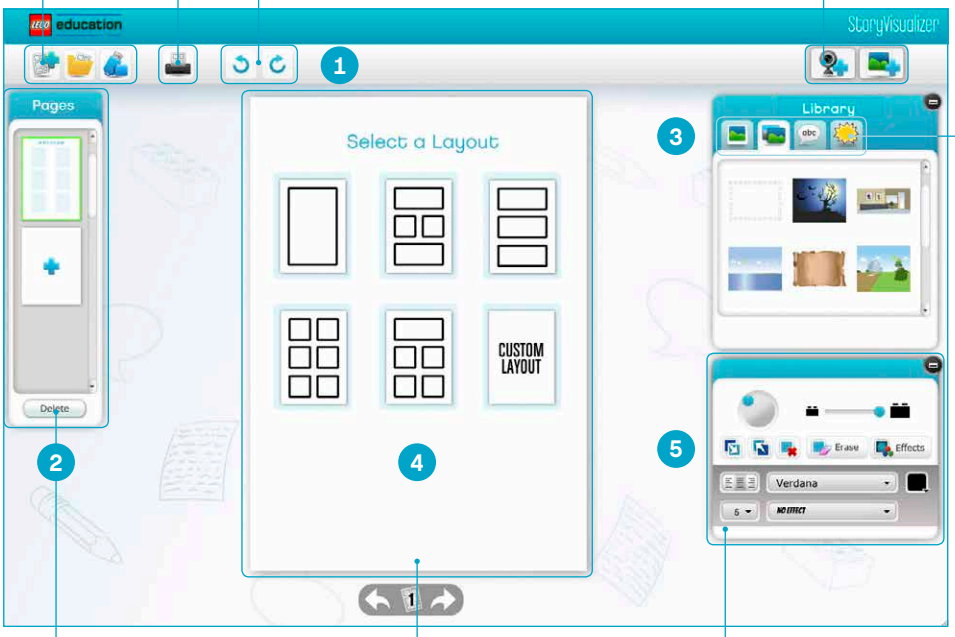
StoryVisualizer software details

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 bubbles, 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 colour, size, etc.



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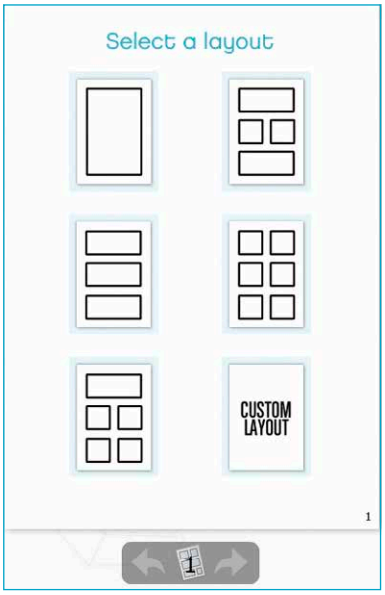
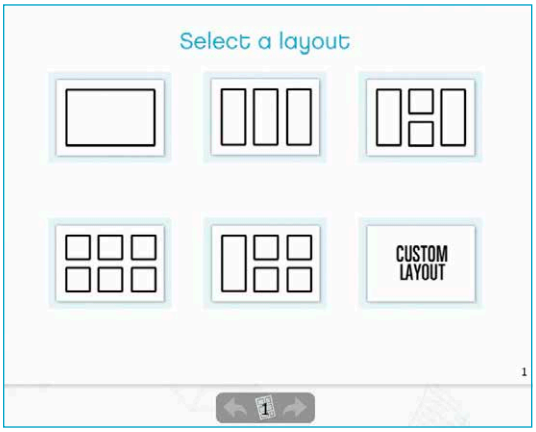
Working with default layout templates

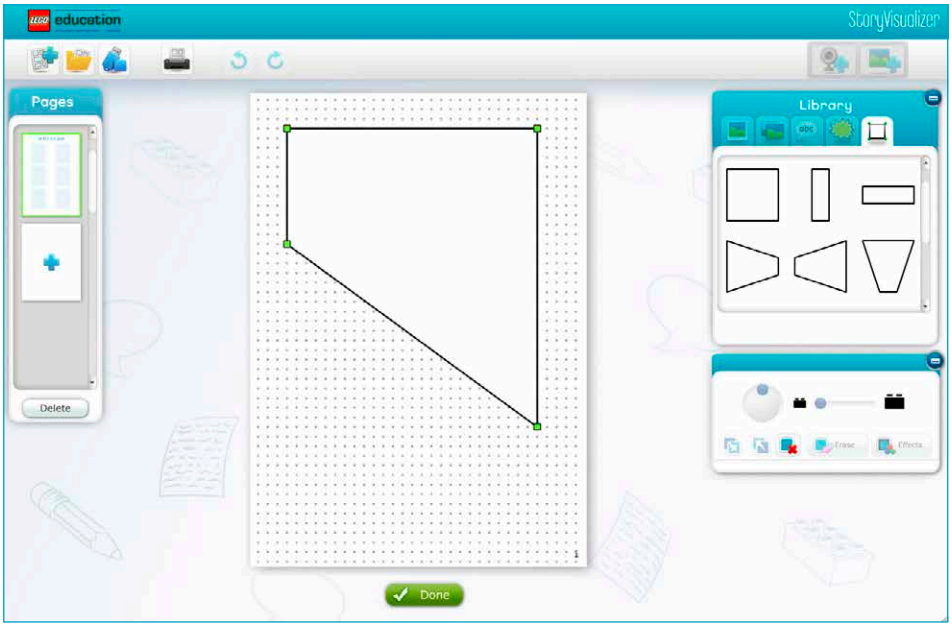
First choose the page orientation (portrait or landscape), and then select a layout by clicking on one of the default layout templates. You can select from default templates or customize your own template. You can use different templates for each page or use the same layout for the entire project.





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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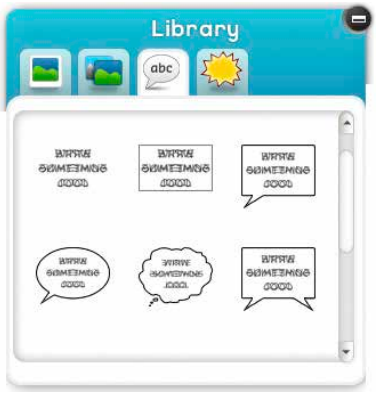
Working with text

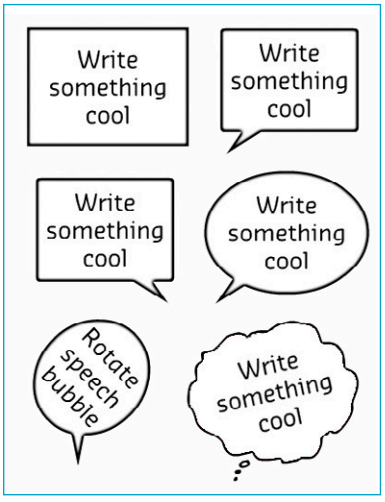
Click the text tab in the Library panel. Drag and drop a speech bubble or text box to the workspace. The text "Write something cool" will appear inside the speech bubble. Double-click to edit the text as desired. The speech bubble/text box will automatically adjust in size to fit your text.



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

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

Click the speech bubble tail to reposition the speech balloon.



Text feature examples

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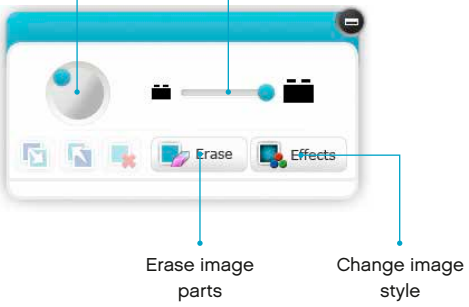
Working with images

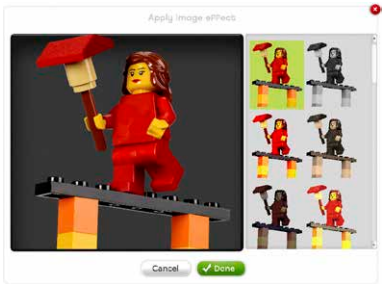
To add an image to your project, you must first import it to the image library. Click the "Import image" button in the top menu bar and browse the computer's hard drive for stored images. The StoryVisualizer software will filter the images and only show supported image files. The supported image files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

Add an image

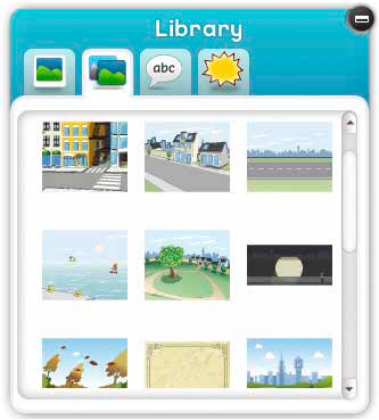
Drag and drop the image from the "Image library" to the workspace.
You can move the image around within the template framework.
To delete an imported image, click the check box, followed by the "Delete" button.
You can only delete imported images from the image library if they are not used in your project.



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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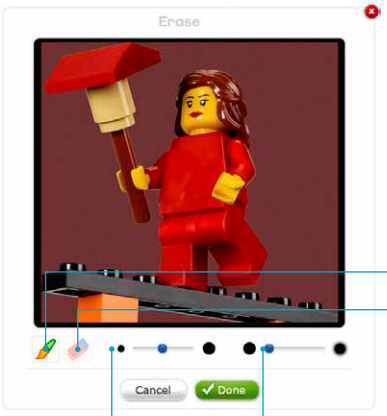
Working with image masking

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 eraser and a soft round eraser.
The size of the eraser tools can be adjusted using the slider.



Undo erasure of image

Erase portion of image

Hard round removal tool

Soft round removal tool

Image masking before

Image masking after

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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 use 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 smart phone, or any mobile phone with a built-in camera as an image-capturing device.

If using a smart phone, follow these steps:

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

Working with clip art

Click the "Clip art" tab in the library panel and drag a clip art image 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 message.
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 students be given quick and easy-to-use ideas for story-building and creating scene structures during the initial stages of the process.

The Constructopedia section contains images of simple models, designed to inspire students and 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 colour, 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 inspiration for scene structures and story creation.

After a while, 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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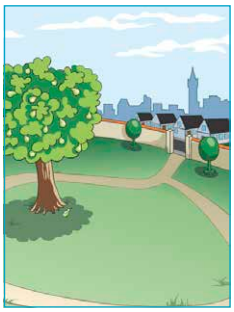
It is a good idea to photograph the students' ideas. These can also be printed and laminated to build a library to provide inspiration to others. This helps promote teamwork and inspiration among students as they communicate and share their ideas.

Backdrops

The ready-made backdrops in the StoryVisualizer software depict common scenes that can be used for multiple story variations. They can be customized to fit a students' scene structure and used during a photo shoot or 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 story 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 cardboard and use a torch 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 characterisation and analysing.

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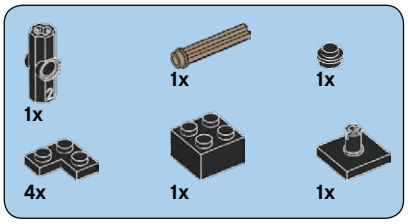
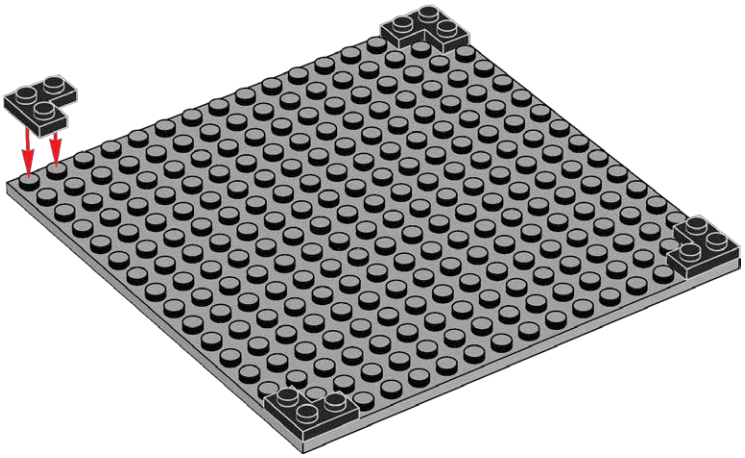
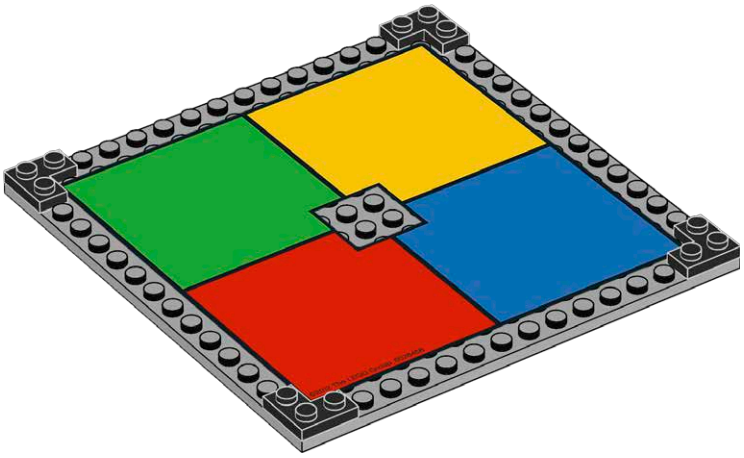
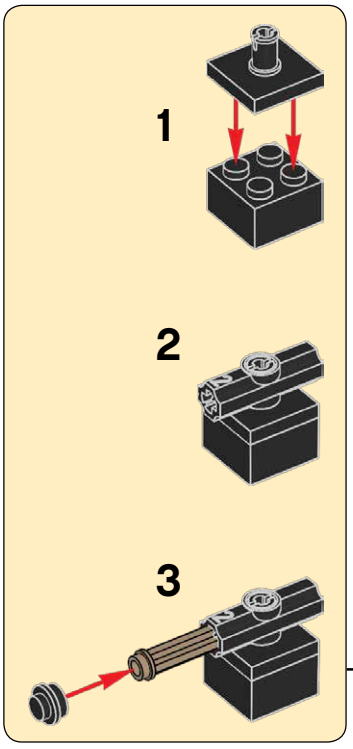


1

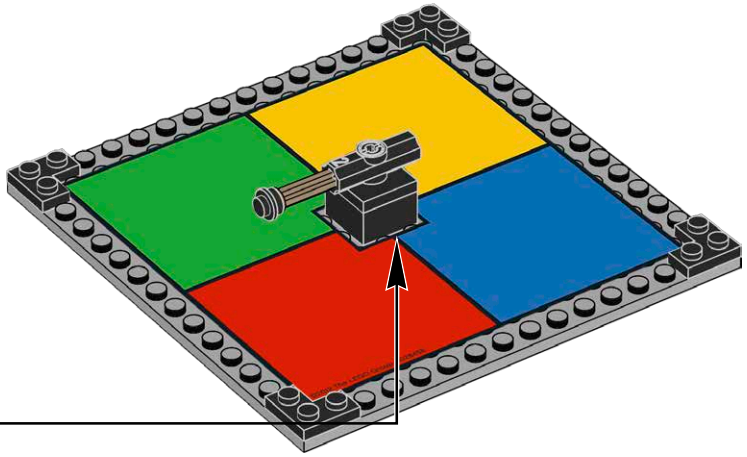


2





3



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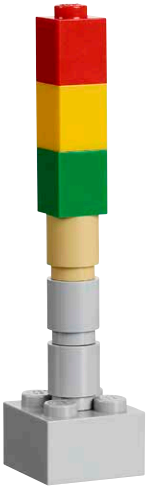

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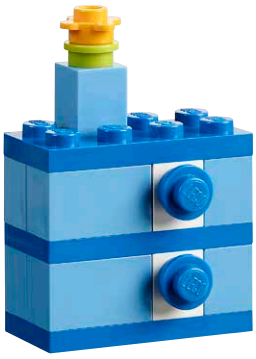

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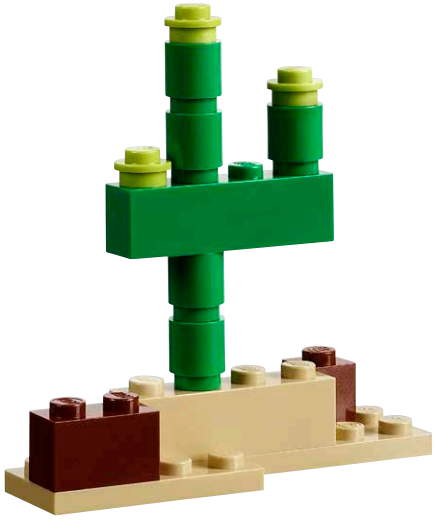

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Get Spinning, Get Going

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
- Use a plan (StoryStarter) to help develop initial ideas

Setting the scene

- Ask students to form a group with one StoryStarter Core Set between them.
- Build the spinner and attach the four-colour category card.
- The spinner now has an arrow and four coloured sections that correspond to the element tray compartment colours. Students take turns spinning the spinner. When the arrow stops it will point to a colour. The student that spun the arrow then picks two bricks from a compartment with the corresponding colour.
- 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 their first story on their building plate.

- 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?

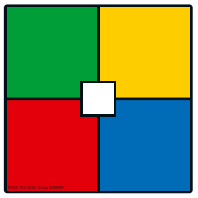
Reflecting

Encourage the students to reflect on 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 demonstrate how the model helps them express their ideas? Reflect on the discussion of the story and how effective this was.

National Curriculum links:
Speaking and Listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e	1a,c,d
2c,d,e	2a,b,c
3a,b,c,d	



Key Stage 2:

En1:	En3:
1a,b,c,d,e,f	1a,d
2b,d	

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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 key stage and ability level, and ask them write a story about what they have built.

Extending

- Allow the students to select extra elements to add more details.
- Where appropriate, allow the students to exchange elements to suit the purpose of their story.
- Encourage the students to 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 to build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery elements on hand to complete the story.

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Set the Mood

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 characters to different situations
- Ask relevant questions to clarify and extend ideas.
- Reflect on speech and identify strengths and areas to improve.
- Plan, draft and review a narrative, ensuring it includes relevant features and language.

National Curriculum links:
Speaking and listening
Writing

Key Stage 1

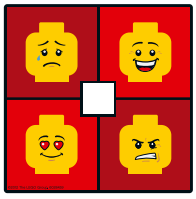
En1:	En3:
1a, b, c, d, e	1a, b, c, e
3a, b, e	2b
	7a

Key Stage 2:

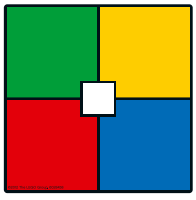
En1:	En3:
1a, b, c, d, e, f	1b, c, e
	2a,b,c

Setting the scene

- Ask 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 romantic.
- Replace the mood spinner card with the category spinner card.
- The spinner now has four coloured sections that correspond to the element tray compartment colours. Students take turns spinning the spinner. When the arrow stops it will point to a colour. The student that spun the arrow then picks two bricks from a compartment with the corresponding colour.
- 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 story with a partner before presenting it to an audience.

Reflecting

Encourage the students to reflect on 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 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 key stage and ability level and have them write a story about what they have built.

Extending

- Allow the students to select extra elements to add more details.
- Where appropriate, allow 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.
- Encourage the students to 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 to build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery elements 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
- Use the correct verb tense when writing and speaking
- Write a narrative to develop a real experience or event
- Use tangible words, phrases, and sensory detail to convey experiences and events
- Form and use progressive verb tenses (I was walking, I will be walking...)

Setting the scene

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

- What did you do at the weekend (holiday or national holiday)?
- What activities did you take part in?
- Who were you with?
- Did you enjoy it?
- Where did you spend your time?
- Do you have any stories to share?
- How did you get there?

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

Ask the students to reflect on 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 model helps them express their ideas?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
	7a,b,c

Key Stage 2

En1:	En3:
1a,c,d,e,f	1a,b,c,e
2b	2a,b,c,d,e

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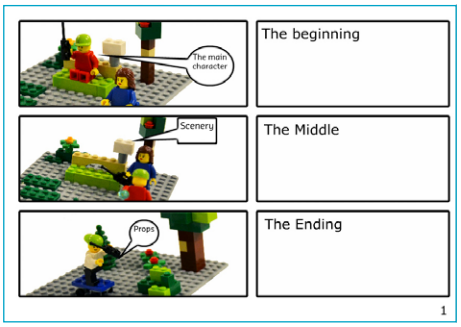
Sharing and documenting

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



Extending

- Make a big show based on 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 people to a presentation.

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Free the Tree

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
- Analyse how a character's point of view impacts on the 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
- Discuss and evaluate their own and others' writing

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
2b,c,d,e	2b,c,d
3a,b,c,d,e	7a,c

Key Stage 2:

En1:	En3:
1a,b,c,f	1a,b,c,d,e
2a,b,d,e	2a,b,c,d,e,f
3a,c,d,e	7a

Setting the scene

There is a confrontation between protesters and the council forester under the cherished "Giant Fig Tree".

The Town Council says slippery leaves make walking dangerous. There is also concern 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 Fig Tree" protesters think the problems can be solved in other ways. This has always been a popular tree for children to climb in and a great picnic destination. Rare birds nest in the tree and feed on the figs. The tree is mentioned in tourist guides and features in the town brochure. Stop the chop and free the tree!

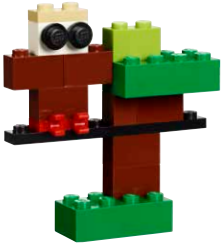
How can we help them to come up with a valid reason for preserving the tree?

Invite the students to discuss the different issues and build and present a story that illustrates 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 are in favour of the tree, what they will protest about and why.



Reflecting

Ask the students to reflect on 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. They could tell their story to an audience. The students should emphasize the differences between the characters, including their age, points of view, and opinions about the Giant Fig Tree.

Suggestions for scripts:

"There is a rare owl nesting in the tree, so it is 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 weak and fallen leaves make the road slippery. If an accident happens, people will blame the local council, so I'm sorry, it must be cut down!"

"Where will I park the pram 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 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 non-fictional texts, including what happened and why
- Determine the main facts and supporting details of a text read aloud, or information presented in various media (non-fiction)
- 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
- Hot seat characters to explore feelings

Setting the scene

"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 Bloggs' 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 can they call for help? Can anyone imagine the scene...?"

Building the story

Ask the students to build their own volcano, being observed by a reporter and cameraman

- How can they show that it is 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

Ask the students to reflect on 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?

National Curriculum links:
Speaking and listening
Reading
Writing

Key Stage 1

En1:	En2:	En3:
1a,b,c,d,e,f	2a,b,c	1a,b,c,d,e,f
2a,b,c,d,e		

Can be used for Setting the scene:

DID YOU KNOW
In February 1943, a new volcano appeared in a farmer's corn field 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 162. The volcano made them famous for a while but permanently destroyed their farm, and the surrounding land and villages.
No one was injured directly, 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 can happen in real life.

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

Key Stage 2

En1:	En2:	En3:
1a,b	2c,d	1a,b,c,d,e
2a,b,d	3a,b,c,d,e,f	2a,b,c,d,e,f
4c	5a,f	3

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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. Allow them to 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 in danger. 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 say 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 could not 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:

.....

.....

.....

.....

.....

OUR WEEKLY NEWS REPORTER DESCRIBES THE SCENE AS...

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The Old Man's Gift

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
- Order ideas and form and punctuate sentences correctly

Setting the scene

"Thank you for helping an old man across the street," said the mysterious stranger dressed in black. Sally was already running late for school, but the old man delayed her a little 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 extraordinary 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 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

Encourage the students to reflect on 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?
- How does Sally feel?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1b,c,d,e	1a,b,c,d,e
3b,c,d,e	2b,c
	3a,b,c

Key Stage 2:

En1:	En3:
1c,d,e,f	1a,b,c,d
2a,b,e	2a,b,c
3a,c	3
	6a
	7a,b,d

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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. Suggest that they tell their story 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, its belly slowly opened and out came a..."

"As I swung my magic Golden Crystals, everyone became quiet. They could hear a clickety-clack 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 I alone 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

- Analyse 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 spooky and horror elements
- Convey experiences to the public through articles and documentaries
- Write a narrative using descriptive language
- Plan, draft and revise a story, identifying ways to improve the writing

Setting the scene

"What an adventure!" said Jenny as she carried her runaway kitten back home. She was very eager to talk about what she had just experienced. It had been amazing; she had rescued "Kitty" from the scary old house on the hill. People had said the house was haunted, or 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 students to build their 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 get up to in the house?
- Where will the house be?

Reflecting

Encourage students to reflect on 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.
- Why did Jenny rescue the kitten?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b,d	1a,b,c,d,e
	2a,b,c,d
	3a,b,c
	7a,c

Key Stage 2:

En1:	En3:
1a,c	1a,b,c
3a,c	2a,b,c
	3

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

- Authors use words to bring their story 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 shades of meaning
- example; spooked, frightened, terrified

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Driftwood Island

Learning objectives

- Identify specific input and criteria and use these to create stories
- Imagine and invent a natural flow of action
- Express individual ideas, while building on the ideas of 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
- Share and discuss ideas for a fiction text

Setting the scene

"Well, what are we going to do now?" asked 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 we're all tied up." said Peter.

"But hey! Not all of us! Salty the dog is 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 students to build their own rescue story. How do the characters work together to escape from Driftwood Island?

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

Reflecting

Allow the students to reflect on 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 escaping from Driftwood Island. Encourage them to use their scene structures to help express their ideas.
- What is the best means of escape from the island and why?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e	1a,b,c,d,e,f
3a,b,c,d,e	2a,b,c,d
8a,c,d	12
9a	
10a,b,c	

Key Stage 2:

En1:	En3:
1a,b,c,d,e	1a,b,c,d
2a	2a,b,c
3a,c,d	9a,b
6c	
10a,b,c	

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Sharing and documenting

Ask the students to use the StoryVisualizer software to portray their different points of view. They can tell their story to an audience. 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 eye catching? Write the article with a focus on the non-fictional features that make it more interesting to read. The article could include: a heading, photographs, captions, diagrams, maps, etc.

- Add a female TV reporter. She might be circling the island in a helicopter and reporting directly on 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 supporting one point of view with reasons, information and evidence from the text
- Distinguish between formal and informal language used by characters
- Use 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

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 netballs and footballs!"

"But what 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 home town?"

Building the story

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

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

Reflecting

Ask the students to reflect on 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?
- Have all the safety aspects been taken into account?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
2a,b,c,d,e	2a,b,c,d
3a,b,c,d,e	7b,c
8a,b,c,d	9a,b,c
9a	10
10a,b,c	

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,c,d,e	1a,b,c,d,e
2a,b,c,d,e	2a,b,c,d,e,f
3a,c,f	3
8a	7a
9a,c	9a,b
10a,b,c	11

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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. They can tell their story 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 set and ready to go!”

Starter: “On your marks.. ready... set... go”

Sample solution

Extending

- Add a TV reporter. Imagine he is 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 incident 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

- Analyse and express different points of view
- Determine the main ideas and supporting details of a text or information presented in various 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
- Gain and maintain the interest of audiences
- Hot seat characters asking relevant questions to extend and follow up ideas
- Evaluate speech and writing and identify ways to improve
- Use inverted commas for speech and other punctuation marks correctly

Setting the scene

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

Children love to play sports, but parents prefer them to play somewhere nearby. That usually means in the backyard or in the street outside their home.

Your favourite sports team have asked you to build them a new sports ground where children can go with their friends and family to watch exciting events.

Building the story

Ask the students to build their own mini sports ground.

- What sports equipment will it have?
- Where will the spectators sit?
- How will you define the different teams?
- Will there be a referee and a commentator?
- Who will the sports ground be for?

Reflecting

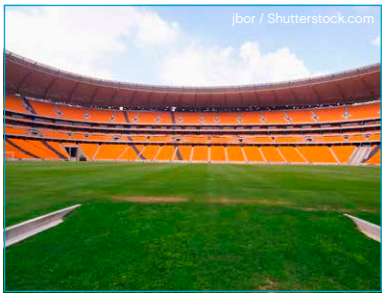
Encourage the students to reflect on and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel?

- What are the 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 rules 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?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b,d,e	1a,c,d,e
2a,b,e	2b,c
3b,d	3a,b,c
5	9a,b,c
6b	
8a,c	
9a	
10b,c	



Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,b,c,e,f	1a,b,c
2a,b,e	2a,b,c,e
3a	3
4c	7c
6c	9a,b
8a,b,c	11
9a,c,d	12
10a,b,c	

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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 story to an audience.

Suggestions for scripts:

Commentator: "...and the red forward is weaving down the centre 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 leaflet to hand out to local residents. The leaflet should announce the opening of the new stadium. Emphasize the benefits for parents, children, and the community as a whole.
- It is 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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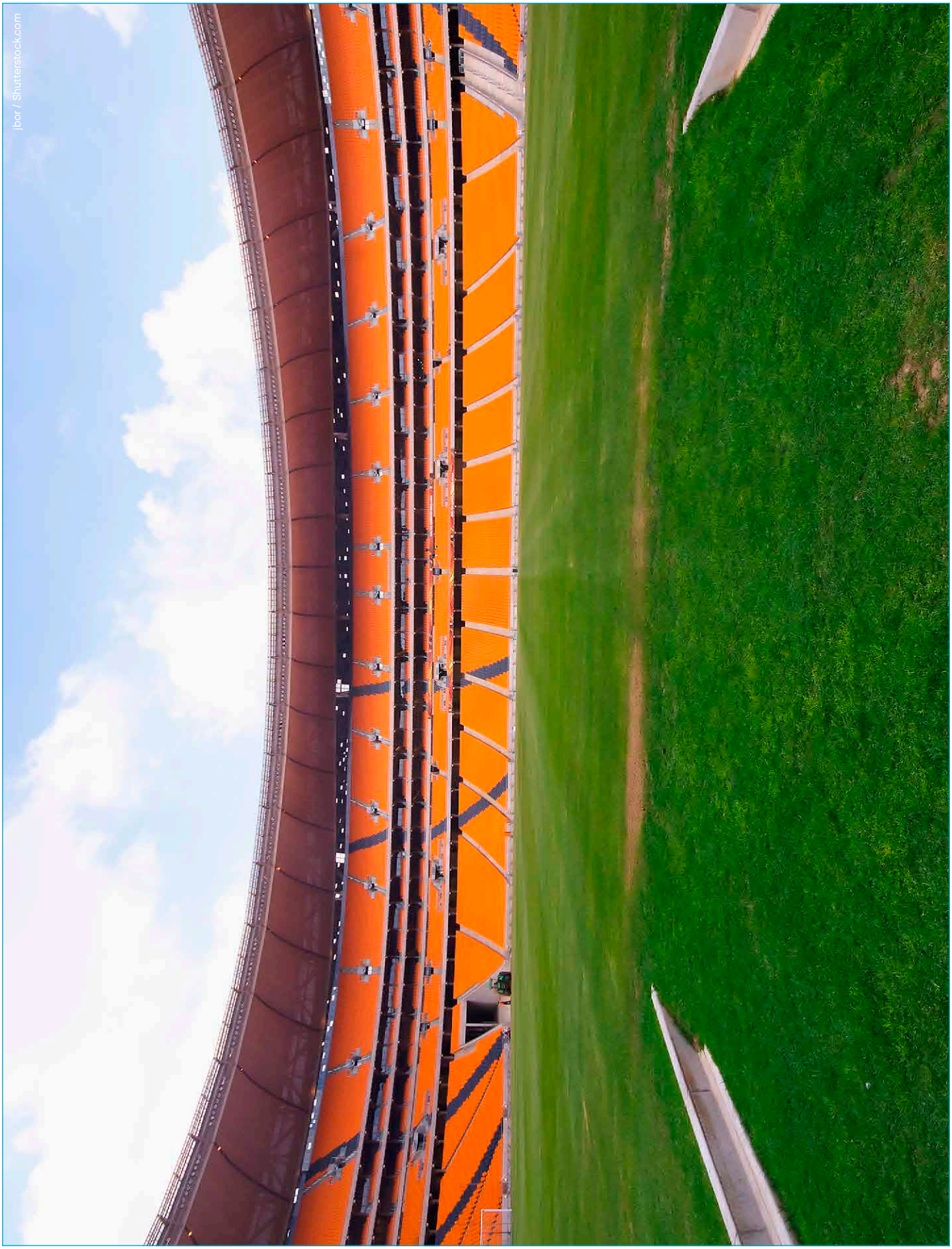

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Come on Campfire

Learning objectives

- Review key ideas expressed during the process. Build on other students' ideas and communicate 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

Setting the scene

For many city children, visiting the countryside or sitting around a campfire is just a dream. In the city there are few exciting wild animals, and the city lights obscure the stars in the night sky. Out in the country the sky has no limit, 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 do as night falls?
Where will you set up camp?

Building the story

Ask the students to build their 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 animals?

Reflecting

Ask the students to reflect on 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 going to eat?
- How do they prepare and cook the food?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b	1a,c,d,e
2b,c,d	2b
3a,c,d	3a,b,c
8a,b,c,d	9a,b,c
9a,b	11
10a,b,c	

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,c,d	1b,d
2d,e	3
3a	7a
8a,b,c	9a,d
10a,b,c	11

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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. They can tell their story 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 says it is true—about the two campers and the phantom grizzly bear..."

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

Character 4: "...and the buzzing of the mosquitoes and the howling 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 cosy? Design an advertising brochure to publicize your campsite. Where will you market it 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 non-fictional texts and make notes about how different authors describe country settings.

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Breaking Out News

Learning objectives

- Gather evidence from fictional or non-fictional 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

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 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 person?

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

Building the story

Ask the students to build their own 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 would they think? What would they say? How would they react?

Reflecting

Ask the students to reflect on 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?

National Curriculum links:
Speaking and Listening
Reading
Writing

Key Stage 1:

En1:	En2:	En3:
1a,b,c,d,e	2a,b,c	1a,b,c,d,e,f
4a,b,c	3a,b,c,f	2b,c,d
8a,b,c		3a,b,c
		7a,c
		9a,b,c,d

THE DAILY NEWS

THE WORLD'S FAVORITE NEWSPAPER FRIDAY, 21 APRIL

Lightfingered Larry escapes from jail AGAIN! And is caught AGAIN!

Police can't explain it!

Community outraged!

STOP HIM! OR 'WE' WILL!

Can be used with setting the scene

DID YOU KNOW
Jack Sheppard, burglar and jail-breaker, was a well-known name in eighteenth century England. 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 16th, 1724, watched by a sad crowd of 200,000 supporters.

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

Key Stage 2:

En1:	En2:	En3:
1a,b,c,d,e	2b,c,d	1a,c,d
2a,b	3a,b,c,d,e,f,g	2f
3a	4a,b,c	3
4a,b,c	5e	7a,d
8a,b,c		9a,b,d

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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 dialects.

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 clip art functions to enhance the document. Experiment with fonts, font sizes, effects, and image styles.

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THE DAILY NEWS

THE WORLD'S FAVORITE NEWSPAPER FRIDAY, 21 APRIL

Lightfingered Larry escapes from jail AGAIN! And is caught AGAIN!

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

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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
- Use 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
- Find information using the organisational features of a non-fiction book

National Curriculum links:
Speaking and Listening
Reading
Writing

Key Stage 1:

En1:	En2:	En3:
1a,b,c,d,e,f	2a,b	1a,b,c,d,e,f
2b,d,e	7a	2b
3b,c		3a,b,c
8a,c,d		7a,c
9a,b		9a,b,c,d

Setting the scene

The children are bored with computer games. It has been raining outside for days, and they need some action. Mum and Dad promised long ago to take the whole family to the travelling circus the next time it came 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 family and friends!"

What exciting circus tricks are they going to perform?
Find information in non-fiction texts about the circus.

Can be used with Setting the scene

Building the story

Ask the students to build their own Mini Circus Tricks show:

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

Reflecting

Ask the students to reflect on 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 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.

Key Stage 2:

En1:	En2:	En3:
1a,c,d	2b,c,d	1a,b,c,d,e
2a,b,d	3a,b,c,d,e	2f
3a,c,d	5a,b,e	3
5	9b,c	6b
6a		7a,d
8a,b		9a,b,d
		11
		12

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Sharing and documenting

Ask the students to use the StoryVisualizer software to create their story and focus on the various participants' points of view. Allow them to tell their story 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 tyres without getting tired!"

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

Clown: "Now, who would like to be my victim, oops, I mean... volunteer? Who would 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 and Tricks on page 144.

Extending

- Make an advertisement or a poster to publicize your circus and attract larger audiences.
- To increase dramatic effect; darken the room when performing your circus show. Use a torch as a spotlight.

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Sticky Situations

Learning objectives

- Express and develop ideas through discussion
- Explain how scenes fit together to provide a 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
- Role play the story giving feedback on others' performances

Setting the scene

It is 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 have to go!" she says, and quickly runs off to the toilet. There is no time to put up the sign.

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

What is likely to happen next?

Building the story

Ask the students to work in teams. Suggest that they 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 elements make up a park scene? How can this be created?
- How can wet or sticky paint be represented? How can it's 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 humour?

National Curriculum links:
Speaking and Listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
2a,b,c,d,e	2a,b
3a,b,c,d,e	7a,b,c
4a,b	9a,b,c
6a,b	11
8a,b,c,d	12
9a,b	
10b	
11a,b,c	

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,b,c,d,e,f	1a,b,c
2a,b,e	2f
3a,c,d	3
4a,b,c,d	7a,d
8a,b	9a
11a,c	

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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

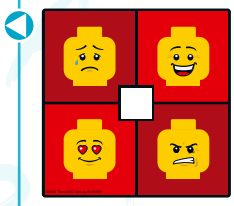
1.

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 mood 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 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 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
- Improve the use of adjectives and descriptive language

Setting the scene

Shy Simon has just received his very first skateboard. He doesn't want anyone to see him practising 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 it is full of people. It's Saturday, and people have come out early with their picnic baskets to reserve their ideal spot.

Shy Simon steps gingerly onto his skateboard and rolls slowly away down a damp slippery pathway. He suddenly becomes aware that he is 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 complete the story.

Building the story

Ask the students to work in teams. They can 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

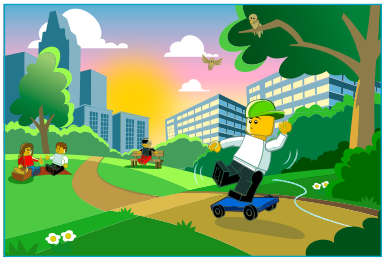
Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

- 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 characters he meets in the story?
- How does the excitement build?
- How will Simon feel at the end of the story?

National Curriculum links:
Speaking and Listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e	1a,b,c,d,e
3a,b,c,d,e	2b
6a	7a,b
8a,c,d	9a,b,c
9a,b	11
10a,b	12



Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,b,c,d,e,f	1a,b,c
2a,b	2f
2a,c,d	3
6a	7a
8b	9a,b,d
10c	11
	12

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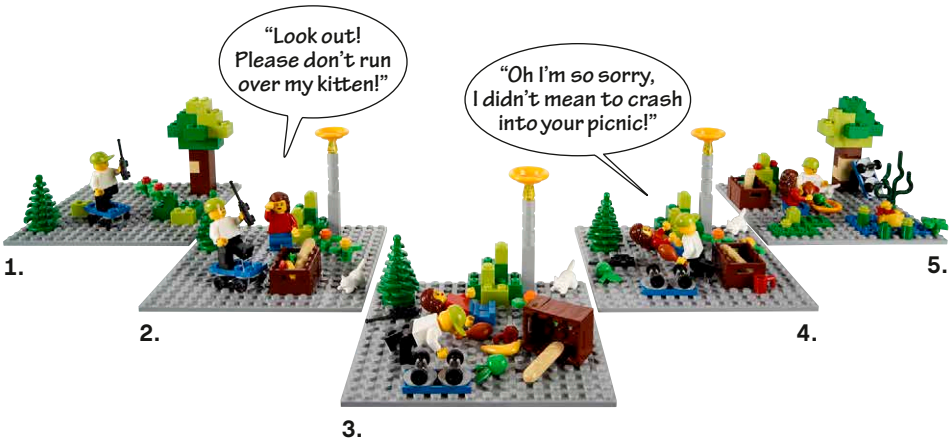
Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. Encourage 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 discussion
- Explain how scenes fit together to provide a smooth transition and how they form the fundamental structure of a story, drama or poem
- Portray characters, settings, events in detail based on inference and facts drawn from the text.
- Construct a conclusion, making use of transitional words and phrases, using sensory detail to convey character experiences and events
- Demonstrate the correct use of English grammar when writing and speaking

Setting the scene

Rivet the Robot is bored and lonely. She wonders if—somewhere out there in the universe—there is 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 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?
Will Rivet transform herself? Why?

Building the story

Ask the students to work in teams. Together, they can 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?

National Curriculum links:
Speaking and Listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
2a,b,c,d,e	2b,c
3a,b,c,d,e	6
8a,b,c,d	7a,b,c
9a,b	9a,b
	11
	12

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
2a,b,e	2f
3a,b,c,d	3
5	6b
8b	7a,c
9a,c	9a,b
10c	11
	12

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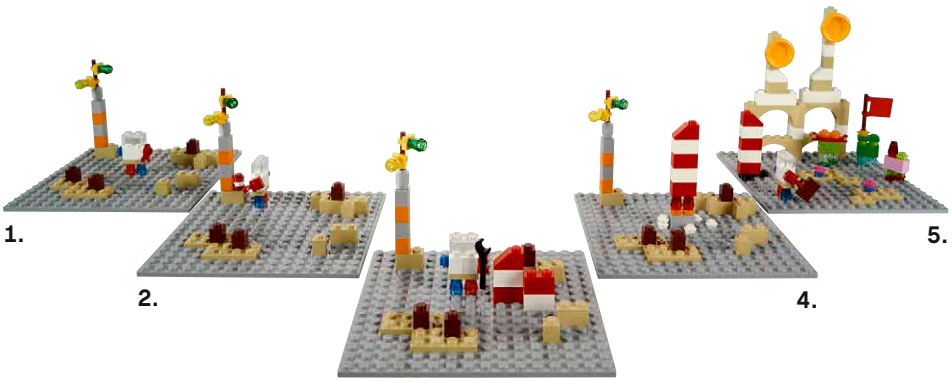
Sharing and documenting

- 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.
- Instruct the students to 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 narrative.

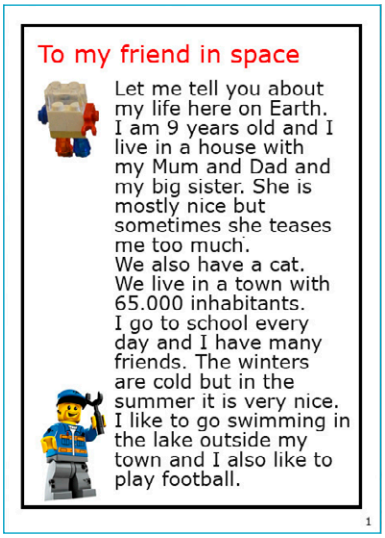
Sample solution



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 picked up radio signals coming from inside 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 is like living on Earth. Research and find pictures of a distant planet and of the Earth.



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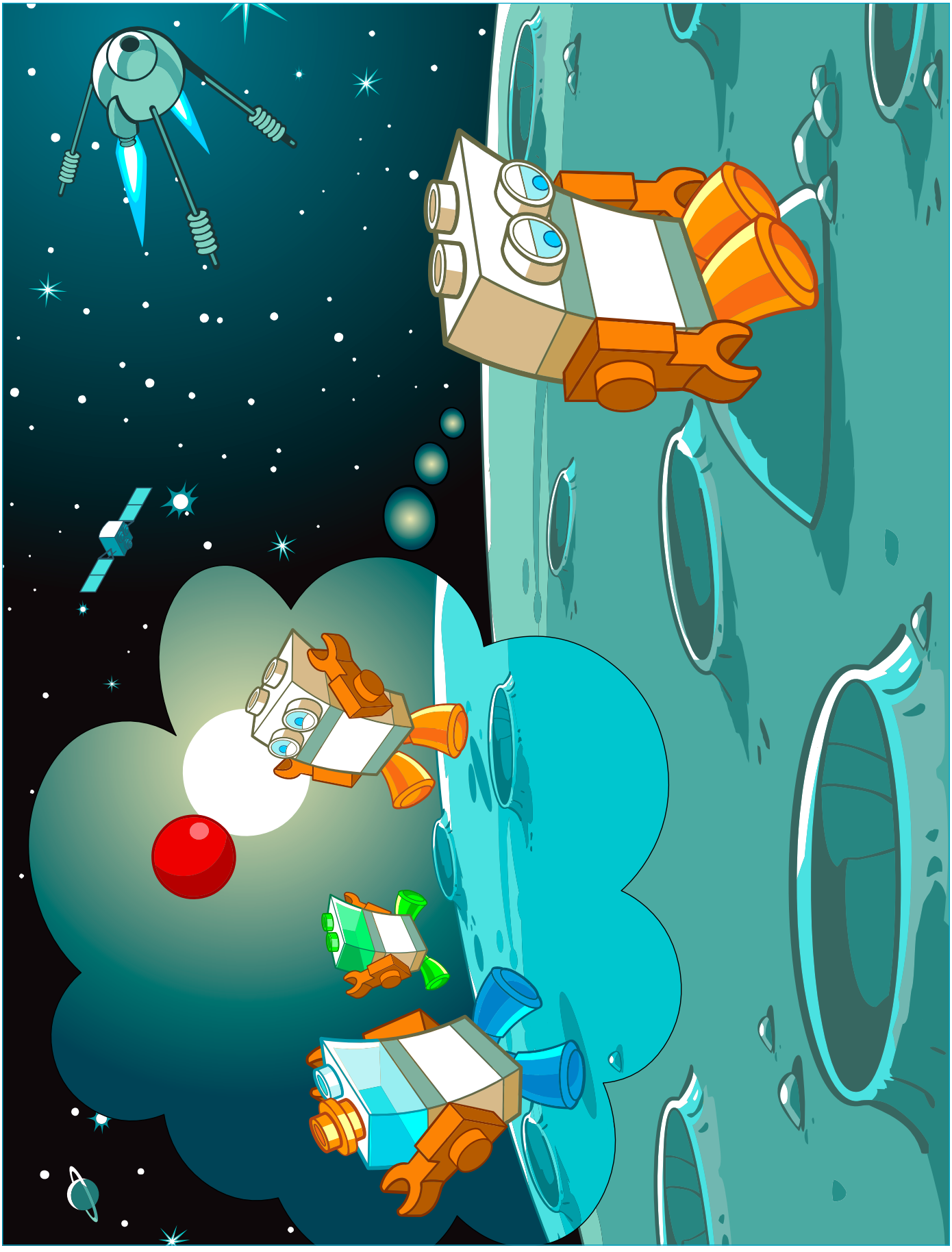

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William has a Dream

Learning objectives

- Express and develop ideas through discussion
- Explain how scenes fit together to provide a 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, using 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, "I could just 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 make William's dream come true. How will he find the treasure? What else will happen? Will he build his dream skate park? What would it look like? Who would benefit from it?

Building the story

Ask the students to work in teams. Together they can 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.

- 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?
- Analyse William's emotions in the different scenes.

National Curriculum links:
Speaking and Listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d
2d,e,f	2b
3a,b,d,e	7a,b,c
8a,c,d	9a,b
9a	11
10b,c	12

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1a,c,d,e,f	1a,b,c
2b	3
3a,c	7a
	9a,b,d
	11
	12

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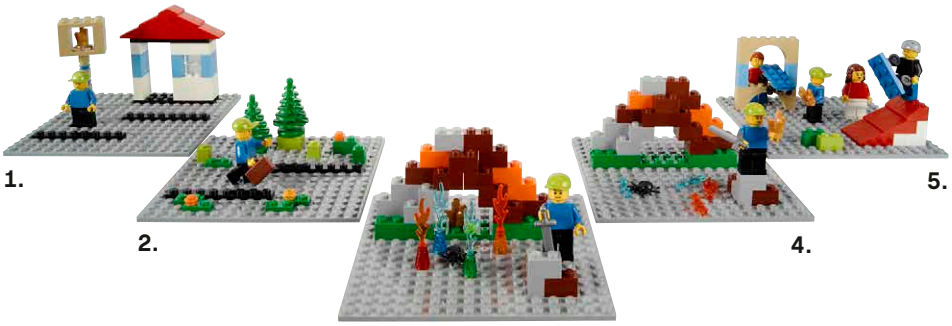
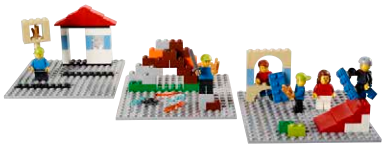
Sharing and documenting

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

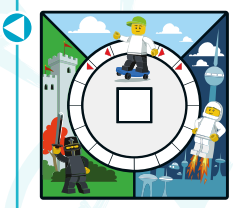
Sample solution





1. William goes to the Woods.
2. He sees a mysterious cave with flames billowing out. “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 near 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 entrance 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, using sensory detail to convey character experiences and events
- Use short poems, rhymes or verse

Setting the scene

"CLUNK!" the tip of Digger Dan's spade has struck something hard. 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, this one was so confusing that he had dug holes all over the town to no avail. Until now!

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?

Building the story

Ask the students to work in teams. Together they can 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 should 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 further? How?

National Curriculum links:
Speaking and Listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e,f	1a,b,c,d,e
2b,c,d,e,f	7a,b,c
3a,b,c,d,e	9a,b,c
6b	12
8a,b,c,d	

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1b,c,d,e,f	1a,b,c,d,e
2a,b,e	7a
3a,b,c	9a,b,d
6a	
8a,b	

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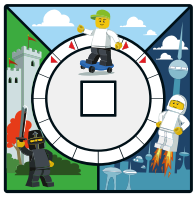
Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience, taking into account the needs of the listener. 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 the ideas of others through discussion
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events
- Plan, draft and review writing identifying ways to improve
- Consider layout of work and ways to engage the reader

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1a,b,c,d,e	1a,b,c,d,e
2a,c	2b,c,d
3c	3a,b,c
	7a,b

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.

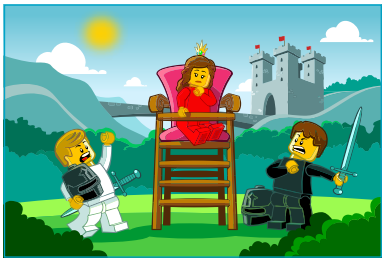
One day, the two knights rode to the castle wearing their finest armour in a bid to win the princess's favour and affections.

"Pick me! Pick me!" said the black haired knight. "My glittering armour 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 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

Key Stage 2:

En1:	En3:
1c,d,f	1a,b,c
2a,b	2a,b,c
3a,c	3
	7a

Building the story

Ask the students to work in teams. Together they can 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 'happy 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 is bored and wearily looks the other way.
2. The black haired knight kidnaps the red haired knight, puts him 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 black haired knight's plans and challenges him to a jousting contest.
5. The red haired knight defeats the black haired knight, puts 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 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 a smooth transition and how they form the fundamental structure of a story, drama or poem
- Construct a conclusion using transitional words and sensory detail to describe character experiences and events
- Enhance the use of adjectives and descriptive language

Setting the scene

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

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

"The last thing I remember is sitting listening to a boring talk in a museum. We were on a school trip. 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 until 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?

Building the story

Ask the students to work in teams. Together they can 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 is making that eerie sound? Is it a dangerous place to be? Why? Why not?
- What type of museum are you in? What kinds of surprises might 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 excitement in the story?
- How will you depict the darkness of night?

National Curriculum links:
Speaking and listening
Writing

Key Stage 1:

En1:	En3:
1b,c,d,e	1a,b,c,d,e
2b,c,d,e	2b,c
3a,b,c,d,e	7a

Can be used with Setting the scene

Key Stage 2:

En1:	En3:
1c,d,f	1b,c,d
2a,b,e	2a,b,c
3a,c	3

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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 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, including the date, for each scene structure.

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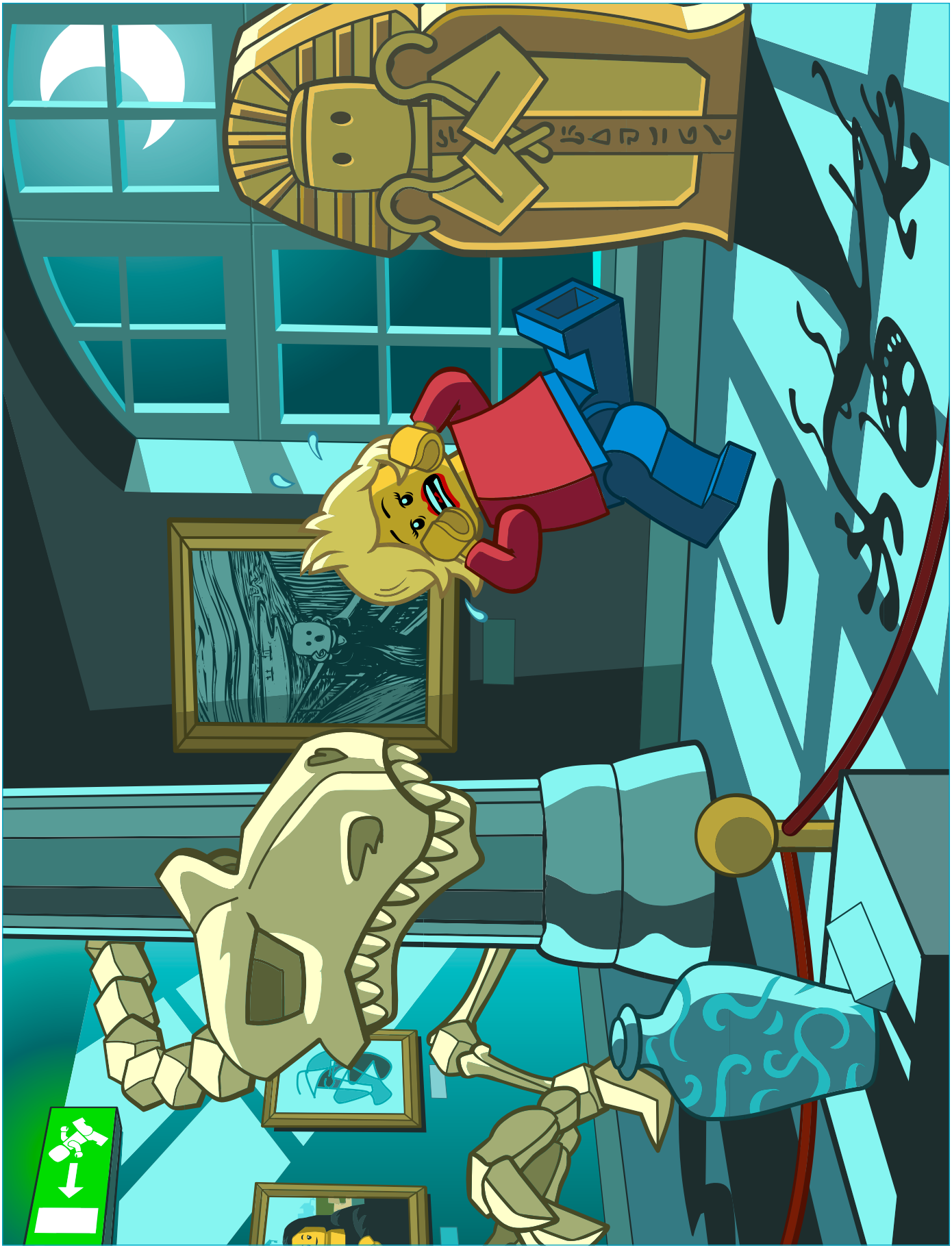

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The Little Mermaid

Learning objectives

- Express and develop ideas through discussion
- Summarize a written text, read it aloud, determining the theme of the story, drama or poem
- Explain how scenes fit together to provide a smooth transition and how they form the fundamental structure of a story, drama or poem
- Develop character analysing skills
- Compare and contrast the themes, genres, topics and pattern of events in stories, myths and traditional literature
- Demonstrate an understanding of figurative language
- Review writing, discussing changes to the story and their impact

National Curriculum links:
Speaking and listening
Reading
Writing

Key Stage 1:

En1:	En2:	En3:
3b,d,e	3a,b,f	1a,b,d,e,f
	4	2b,c,d

Setting the scene

- Read "the Little Mermaid" to the class.
- Discuss the key details of the story with the students.
- Discuss and identify the characteristics of the fairy tale and its genre.
- Which parts of the story evoke visual images? What makes the story flow?

Building the story

Ask the students to work in teams. Together they can 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).

Key Stage 2:

En1:	En2:	En3:
1a,c,d	2c,d	1a,b,c,d
2b,d	4a,b,c	2a,b,c,d,e,f
3a,f		

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 favourite scene be? What does that scene tell us?
- What would come before and after your favourite scene?
- Why is this your favourite scene?

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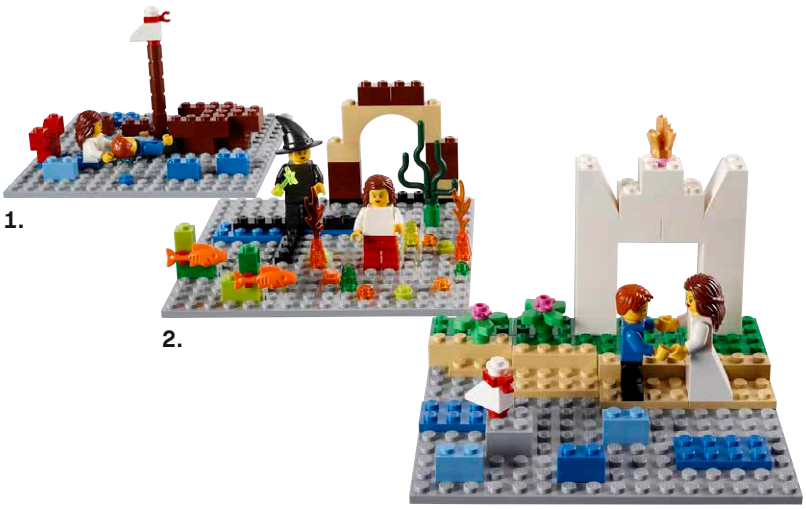
Sharing and documenting

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 fairy tales have happy endings but 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 a smooth transition 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
- Plan, draft and revise a report about the event

National Curriculum links:
Speaking and listening
Reading
Writing

Key Stage 2:

En1:	En2:	En3:
1c	4a,c,e,g,h,i	1a,b,d,e
2c,d,e		2a,b,c
		3

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 evoke visual images? What makes the story flow?

Building the story

Ask the students to work in teams. Together they can 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 felt/heard..."

Here are some key scene suggestions:
- The feeling of something supernatural entering the scene...
- Strange sounds and noises coming from the... What were they?
- The room suddenly becoming cold and the feeling of not being alone...
- The ceaseless 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 favourite scene be? What does that scene tell us?
- What would come before and after your favourite scene?
- Why is it your favourite scene?

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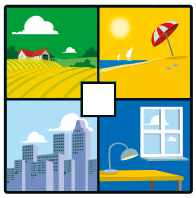
Sharing and documenting

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 a smooth transition, 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/verses
- Produce clear and coherent writing appropriate to task, purpose and audience
- Read a poem and identify patterns of rhythm, rhyme and sounds in poems and their effects

Setting the scene

- Read a poem aloud to the class and ask the students to 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 favourite scene be? What does that scene tell us?
- Point out verses and verse rhythm

National Curriculum links:
Speaking and listening
Reading
Writing

Key Stage 1:

En1:	En2:	En3:
1a,b,d,e	3a,e,f	1a,d,e,f
2a,b,f		2b,c
3b		

Key Stage 2:

En1:	En2:	En3:
1c	2d	1a,b,c,d,e
2d	4a,f,i	

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Sharing and documenting

Ask the students to point out the rhymes and rhythm and how their poem falls within a specific genre as they write their poems.

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 colour. 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

Learning objectives

- Read a text, then write a summary and read it aloud
- Explain how scenes fit together to provide a smooth transition and how they form the fundamental structure of specific genres such as “legend”
- Develop character analysing skills
- Compare and contrast the themes, genres, topics and patterns 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 is 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 viewpoint and content?

Building the story

Ask the students to work in teams. Together they can 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 favourite scene be? What does that scene tell us?
- What would come before and after your favourite scene?
- Point out the authentic, fictitious and historical aspects of the legend.

National Curriculum links:
Speaking and listening
Reading
Writing

Key Stage 1:

En1:	En2:	En3:
1d,e,f	3a,b,f	1a,b,e,f
2b,c		

Key Stage 2:

En1:	En2:	En3:
1b,e	2a,b,c,d	1a,b,c,d,e
2a,b,d,e	4a,c,e,g,h,i	

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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 and typically historical fact. Choose one legend and research the historical truth behind the legendary story. Make a leaflet, 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 to build scenes for the story without knowing its conclusion.
- Adapt a favourite 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 recommend that this be done 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 English Language Arts?

StoryStarter is designed for developing English Language Arts skills at different key stages. 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 21st Century Skills Development and diverse learning styles.

How do I help groups of students maintain focus while working towards a shared story outcome?

Learning to work collaboratively is a process that takes time. At the beginning of the process it is advisable to assign tasks to each student. 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 student the ending. This promotes focus and attention in the initial stages of using the materials in a group setting.

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 working on the detail of their scene structures, enhancing their stories, while 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.

Should 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 learnt 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. Supervision is advisable.

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LEGO® Element Catalogue

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

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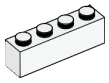
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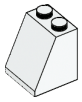
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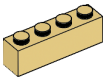
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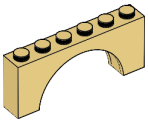
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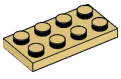
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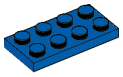
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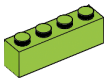
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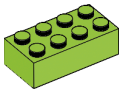
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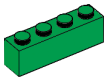
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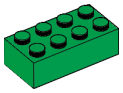
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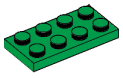
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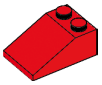
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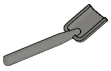
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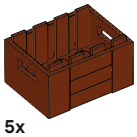
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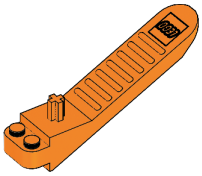

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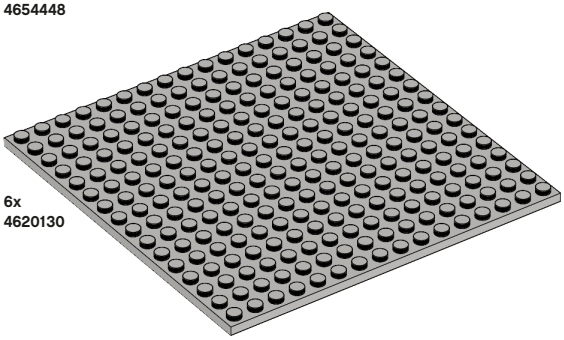

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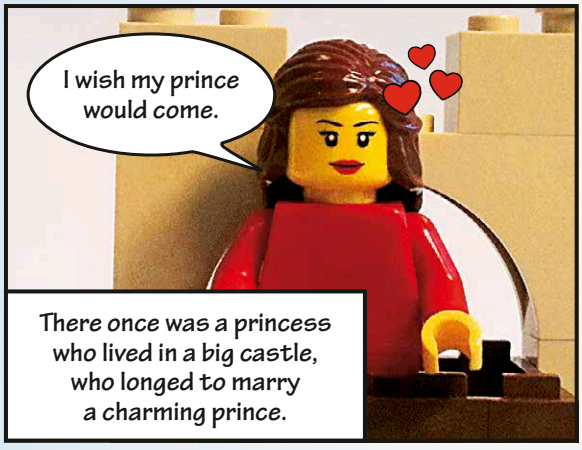
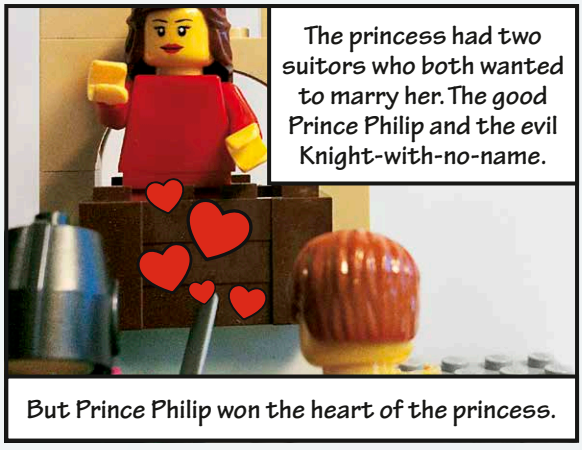
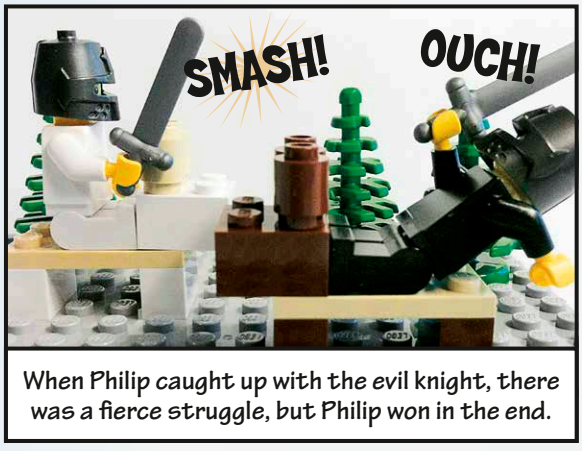
We all have a story to tell...

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







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