

StoryTales Teacher Guide

LEGO® Education
Preschool

SO MANY WAYS TO
LEARN, TOGETHER



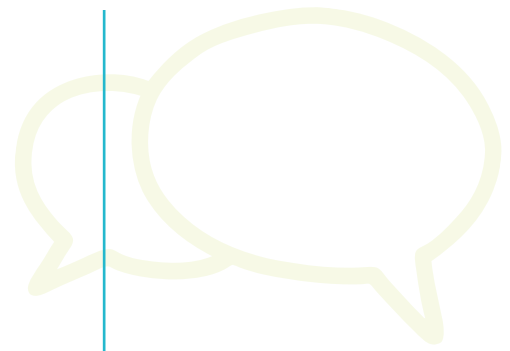
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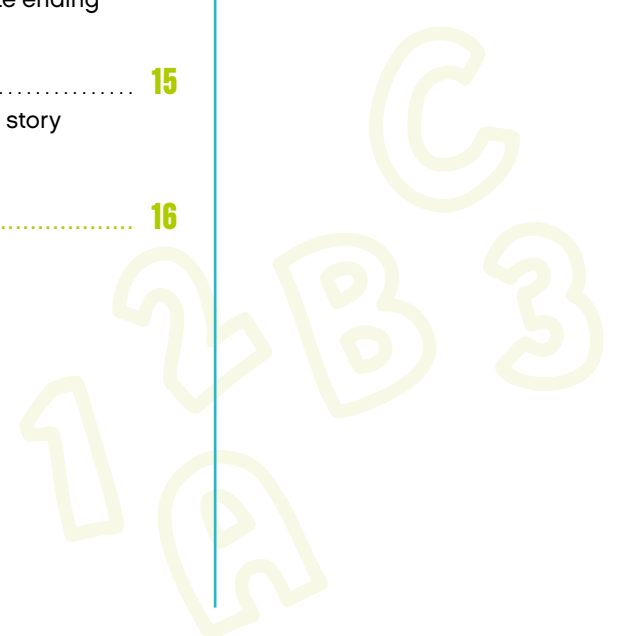


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Table of Contents



Teacher Guide Introduction	3
Learning Grid	6
Getting Started Activities	
BEGINNER - Characters	7
BEGINNER - Settings	8
Lessons	
BEGINNER - The Princess and the Pea	9
Retelling the end of a familiar story	
BEGINNER - The Three Billy Goats Gruff	10
Learning about sequence of events: beginning, middle, and end	
INTERMEDIATE - Little Seed	11
Learning about sequence of steps in a process: first, next, and last	
INTERMEDIATE - My Pet	12
Describing how to do an activity	
ADVANCED - Different Ending	13
Learning about plot and main events, and telling an alternate ending to a familiar story	
ADVANCED - Vacation Stories	15
Learning about plot and main events, and telling an original story	
Appendix	16



StoryTales

Teacher Guide Introduction

Who is the material For?

The StoryTales Teacher Guide is for preschool teachers. It is designed to help teachers develop children's language and literacy skills, such as expressing thoughts, ideas, and opinions, having conversations with others, and understanding narrative structure and elements.

What is it For?

The StoryTales Teacher Guide provides fun and engaging opportunities for developing early language and literacy. Children will explore the world of make believe as they retell fictional stories, and exercise their imaginations by building and telling their own stories. They will use StoryTales to plan or describe activities and learn about sequencing of events and steps in a process.

Using the Teacher Guide, preschool teachers can facilitate exciting lessons in which children learn to express themselves verbally and non-verbally. As children work together to build scenes, they will explore common literary elements, such as settings, characters, and events. The versatility of StoryTales allows children to tell stories in a variety of ways. For example, they may build separate scenes for different parts of the story (i.e., beginning, middle, and end). Alternatively, they may role-play a story by changing the scene as they narrate it.

How are the learning objectives achieved?

Throughout the lessons, strategic questions will guide children through the process of applying language and literacy skills. Furthermore, the LEGO® DUPLO building activities will reinforce the children's creativity.

Refer to the table of contents for a brief description of lesson topics. Each lesson is labeled as *beginner*, *intermediate*, or *advanced*, based on the skills and knowledge needed to complete the lesson. The Teacher Guide includes two Getting Started Activities designed to introduce the children to the basic ways they will be using StoryTales. Introducing these activities first will give the children a solid foundation for completing the other six lessons. Subsequent lessons may be selected according to what is most relevant and appropriate for the children.

In order to create a connection between verbal narration and written record, write down the stories the children build and narrate. Reread these stories to the class, and share these stories with parents. Children will be motivated by seeing their stories recorded in writing, and their stories will become more structured and coherent over time.

Appendix with Images

The appendix contains two types of printable images: background card images and pictures of lesson-related models. The background card images give you the opportunity to print extras so that multiple children can use the same image. The pictures of lesson-related models can be used to help the children connect to the lesson, and may also be used as building inspiration when children are constructing their own stories. Each of the models shown can be built using StoryTales.



◀ BEGINNER
INTERMEDIATE
ADVANCED



Customizing to Your Class Needs

The StoryTales lessons can be tailored to your needs and the needs of your class. One StoryTales set can be used with up to six children at a time, working in pairs. Children need a lot of practice before they become proficient at building with a partner, and this is a good way to promote collaboration. The activities can be done in centers or stations around the classroom, or in small groups.

Personalizing the scenarios and content to fit your classroom dynamics and physical setup will help the children connect to the stories. For example, consider replacing the suggested stories with ones that are relevant to your class.

StoryTales and the Teacher Guide can be combined with any other LEGO® DUPLO set for even more storytelling possibilities. Combining other LEGO DUPLO sets with StoryTales will also provide more building opportunities. Additionally, creating costumes and play props with craft materials can enrich the children's storytelling experiences.

Expect differentiated learning outcomes based on each child's existing knowledge, vocabulary, and experience. Children's verbal responses, models, and role-playing will vary. Support the children's learning by adapting the discussion questions and making the stories relevant to them.

What is it?

- The StoryTales Teacher Guide consists of two Getting Started Activities and six lessons
- The activities and lessons require StoryTales (45005)



Lesson Structure

Each lesson is structured according to a natural learning flow called the *LEGO® Education 4C Approach*, which promotes successful learning experiences. The Connect, Construct, and Contemplate phases, which are the first three phases of each lesson, can be done in one session. The Continue phase is more challenging and can be completed in a later session.

Connect

During the Connect phase, short stories and discussions will spark children's curiosity and activate their existing knowledge while preparing them for a new learning experience.

Construct

In this phase, the children will participate in a hands-on building activity. As their hands create models of people, places, objects, and ideas, their minds will organize and store new information related to these structures.

Contemplate

During the Contemplate phase, children are given the opportunity to reflect on what they have done and to talk about and share insights they have gained during the Construct phase of the lesson.

Continue

New challenges in this phase build upon the concepts children have learned previously in the lesson. These extension activities enable children to apply their newly acquired knowledge. The Continue phase does not have to be done as part of the same lesson. Children may not be ready to complete the Continue phase until they have repeatedly practiced the skills learned in the first parts of the lesson.

Did you notice?

The Language and Literacy guidelines from NAEYC and HeadStart have been used to develop the StoryTales lessons. Please refer to the learning grid for an overview of these education guidelines. The learning goals listed at the end of each lesson can be used to determine whether or not each child is developing the relevant early language and literacy skills. These bullet points target specific skills or pieces of information that are practiced or presented during each lesson.



Learning Goals	
Language and Literacy	✓
Math	✓
Science	✓
Art	✓
Physical Education	✓
Social Studies	✓
Health	✓
Character Education	✓
Environmental Education	✓
Global Education	✓
Technology	✓
Other	✓



	Learning Goals			
	Children are able to express their thoughts, ideas, and opinions to others.	Children are able to describe things and events.	Children are able to retell and reenact events from stories, songs, or rhymes.	Children are able to understand fundamental narrative structure and elements.
Characters		●		●
Settings		●		●
The Princess and the Pea			●	●
The Three Billy Goats Gruff			●	●
Little Seed	●	●		
My Pet	●	●		
Different Ending	●			●
Vacation Stories	●	●		

Getting Started Activity

Characters

For up to 6 children

Connect

- Prompt a discussion about stories by asking the children to name a story they have heard. If they have difficulty recalling a story, remind them of stories you have recently read in class.
- Talk about the people and animals in these stories. Explain that they are called *characters*, and they are very important to the story because all of the action revolves around them.
- Ask the children to name the characters in the stories they mentioned.
- Show the children a few of the StoryTales figures and animals, and tell them that these will be characters in their stories.
- Model how to describe a character by talking about its *characteristics*.

Construct

- Tell the children it is time to play a character game.
- Choose a figure or animal without letting anyone see it. Describe it while the children guess which one it is. The child who guesses the character can keep it for the rest of the game.

Contemplate

- Encourage a discussion about characteristics. Consider asking questions like:
 - What kinds of characteristics did you name?
 - Was it difficult thinking of all the characteristics? Why or why not?
 - Why is it important to describe characters in a story?
- Tell the children that the characteristics they have been discussing are *physical characteristics*. Explain that this means they describe how a character looks, and that physical characteristics are important in a story because they help the audience picture the character.
- Tell them that it is even more important to understand how characters behave. Explain that these behaviors are called *personality traits*, then give some examples (e.g., a horse might be *brave* and *caring*).

Continue

- Play the character game again. Place all the characters in a bag and have one child pick a character without showing it to anyone. Encourage him or her to act like the character by making sounds and movements. The rest of the children will try to guess which character is being described. If they have trouble, help them identify the appropriate characteristics.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills.

- Children are able to describe things and events.
- Children are able to understand fundamental narrative structure and elements.

Learning Outcomes

Children will:

- Explore the StoryTales components
- Learn about story characters
- Use descriptive language

Vocabulary

story, character, physical characteristics, personality traits



Getting Started Activity Settings

For up to 6 children

Connect

- Talk about how every story has a *setting* in which the story takes place. Give the children an example of a recent story they heard in class and discuss the settings in the story.
- Show the children the StoryTales background cards and tell them that these cards show different settings on each side.
- Pick one of the background cards and model how to describe the setting.
- Ask the children to pretend they are in the setting shown on the card. If necessary, model how to act and move in the setting. Repeat with different settings as many times as desired.

Construct

- Demonstrate how to build one of the stands for the background cards.
- Ask the children to take turns placing a background card in the stand.
- Ask one child to pick a side of a background card and describe the setting to the other children; add any details that the child left out.

Contemplate

- Discuss the importance of story settings. Consider asking questions like:
 - Why is it important to describe the setting of a story?
 - How do details help the audience understand a story?
- Talk to the children about how settings can also give the audience clues about the type of story they are reading or hearing.

Continue

- Tell the children it is time to play a game. Place all of the background cards in a bag or under a cloth and secretly pick one.
- Describe one of the settings shown on the card while the children guess which one it is. Or give clues by role-playing what it is like to be in the setting.
- If this is too difficult, lay out all of the cards to make it easier for the children to guess which setting you are describing.
- If appropriate, ask each child to take a turn choosing and describing a background card.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

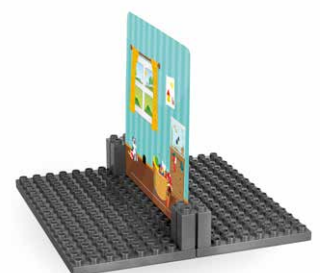
- Children are able to describe things and events.
- Children are able to understand fundamental narrative structure and elements.

Learning Outcomes

- Learn how to use the background cards
- Learn about story settings
- Use descriptive language

Vocabulary

story, stand, background card, setting, character, details



Please find pages for printing extra background images in the Appendix. Print "actual size" to ensure image fits in stand.

The Princess and the Pea

For up to 6 children

Connect

- Prompt a discussion about stories by explaining that some stories, such as fairytales, often involve something magical that cannot happen in real life.
- Ask the children to take turns naming different stories. If the children have trouble thinking of one, remind them of stories they have heard in class.
- Tell the children they are going to listen to a famous story called *The Princess and the Pea* (or substitute a different story that is more relevant to your class).
- After telling the story, discuss the story and ask the children to recall what happened.

Construct

- As a group, build the beginning of the story. Ask the children which background card is most like the setting at the beginning of the story. If the children cannot recall, reread parts of the story.
- As a group, build the middle of the story. Begin retelling the story using the beginning and middle scenes, but do not retell the end of the story.
- Discuss the end of the story and ask the children to recall what happened. Remove all the bricks from the first two scenes and ask the children to build the end of the story. Each child may use one building plate, stand, and background card for his or her scene. Printing out duplicate images from the appendix will make it possible for multiple children to use the same background card. Print the background images in “actual size” to ensure they fit in the stands. For younger children, consider building first as a group, then ask the children to try rebuilding the end of the story on their own.

Contemplate

- When the children have finished building, encourage them to take turns sharing their end scenes. Have them use the figures to act out the scene. Consider asking questions like:
 - Can you explain what happened at the end of the story? How did you show this in your scene?
 - Did you like the ending of the story? Why or why not?

Continue

- Explain that many modern stories have endings that do not tell the audience everything they want to know. Tell the children that this is why authors of books and screenplays often write sequels, which continue the original story. Give some examples.
- Ask the children to consider what would happen in a sequel to *The Princess and the Pea*. (i.e., What would happen after the prince and princess married and put the pea in a museum?)
- Encourage the children to build one scene from the *The Princess and the Pea* sequel. Remind them that this story has not yet been told so they can use their imaginations and tell it however they would like.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

- Children are able to retell and reenact events from stories, songs, or rhymes.
- Children are able to understand fundamental narrative structure and elements.

Learning Outcomes

- Practice recalling and retelling the end of a story
- Learn about sequence of events: beginning, middle, and end

Vocabulary

beginning, middle, end,
princess, pea, prince, queen,
mattress, feather bed



See large image in the Appendix

The Three Billy Goats Gruff

For up to 6 children

Connect

- Before class, build three scenes from *The Three Billy Goats Gruff* and put them aside until it is time to tell the story (see the appendix for images of suggested scenes; you may substitute a different story that is more relevant to your class).
- Tell the children they are going to listen to a famous story called *The Three Billy Goats Gruff*, which has talking goats and a troll as characters.
- As you tell the story, use the three scenes you built earlier to illustrate the story.
- After telling the story, discuss it and ask the children to recall what happened.

Construct

- Remove the bricks from the scenes you built before class.
 - Give each child a stand and assign him or her one part of the story so that one child builds the beginning, one child builds the middle, and one child builds the end.
- Activity tip: If the children have difficulty recalling the story, reread or retell the part they are trying to build. They may also look at a picture book version of the story or the model photos associated with this lesson for ideas.

Contemplate

- When the children have finished building, retell the story as a group with each child telling the part of the story that he or she has built. Consider asking questions like:
 - What happened in your part of the story?
 - Which characters were involved?
- Discuss the importance of a sequence of events, or the order in which things happen in a story. Talk about the importance of the sequence of events in *The Three Billy Goats Gruff*. Encourage the children to talk about why the order of events matters in this story. Consider asking questions like:
 - Why is it important to tell the story in the correct order?
 - What would happen if we told the story in a different order?

Continue

- Tell the children that fantasy stories can be funny if they are told in a different order.
- As a group, reorder the models depicting the scenes of *The Three Billy Goats Gruff*. Then try telling a new version of the story that fits with the new order. Children may need to adapt their scenes or even add entirely new events.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

- Children are able to retell and reenact events from stories, songs, or rhymes.
- Children are able to understand fundamental narrative structure and elements.

Learning Outcomes

Children will:

- Practice recalling and retelling a story
- Learn about sequence of events

Vocabulary

sequence, order, events, Billy Goats Gruff, troll, river, bridge



See large image in the Appendix

Little Seed

For up to 6 children

Connect

- Show the children the image of the scene of the girl with a watering can (see the appendix) and tell them that this scene is about people planting a seed.
- Ask the children to name some things that are needed to plant a seed (e.g., shovel, watering can, fertilizer, etc.).
- Ask them what should be done first when planting a seed. Then ask what should be done next, and so on.
- Act out planting imaginary seeds as a group. Ask the children to retell the steps as they act them out.
- Discuss what seeds need in order to grow into plants. Act like seeds growing into plants.

Construct

- Tell the children to build a scene showing what happens to a seed that receives everything it needs.
- Remind the children to pick a background card that is appropriate for their story.

Contemplate

- When the children have finished building, encourage them to take turns sharing their scenes and telling a story about the seed.
- Ask the children to role-play how people took care of their seed to make it grow. Consider asking questions like:
 - What happened to the seed?
 - What kind of a plant or flower did the seed become? Did it produce a fruit, vegetable, or legume?
 - What did the characters do in the scene?

Continue

- Talk with the children about gardens. Ask them to describe a garden and what it needs to grow.
- Ask them to combine their plant models or build new models to create a garden.
- Encourage the children to use figures to role-play taking care of the garden.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

- Children are able to express their thoughts, ideas, and opinions to others.
- Children are able to describe things and events.

Learning Outcomes

Children will:

- Learn about steps in a process
- Describe a sequence

Vocabulary

seed, plant, flower, legume, fruit, vegetable, grow, water, Sun



See large image in the Appendix

My Pet

For up to 6 children

Connect

- Show the children the image of various animals (see the appendix) and ask them to describe what they see.
- Prompt a discussion about the needs of animals. Consider asking questions like:
 - What do these animals need to eat?
 - What do these animals need to drink?
 - What do these animals need to keep them safe and warm?
- Tell the children that when people have pets, they are responsible for taking care of them. Explain that this includes making sure the pets have food, water, and shelter, and also making sure the pets get exercise, attention, baths, check-ups by the veterinarian, and medicine when they are sick.
- Ask the children to imagine what it would be like to have one of the animals in the picture as a pet.

Construct

- Ask the children to choose an animal to be their pet.
- Encourage them to build a scene for their pet that includes everything the pet needs. Remind the children that they should pick a setting that is appropriate for their animal (e.g., a dog may live in a house, but a duck would need to live outside.)
- Activity tip: If the children have difficulty thinking of items to build for their pet, start by asking what the pet would eat.

Contemplate

- When the children have finished building, ask them to share what they have built for their pet. Consider asking questions like:
 - Which animal did you choose as a pet?
 - What does your pet need?

Continue

- Tell the children that when people go on vacation, they need someone to watch their pet and that this person is called a *pet sitter*.
- Ask the children to create instructions for how to take care of their pet while they are away.
- Encourage them to role-play the pet owner demonstrating the instructions to the pet sitter.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

- Children are able to express their thoughts, ideas, and opinions to others.
- Children are able to describe things and events.

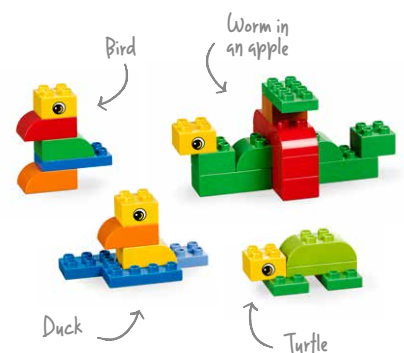
Learning Outcomes

Children will:

- Describe what pets need
- Give simple instructions

Vocabulary

animals, pet, needs, responsibility



See large image in the Appendix

Different Ending

For up to 6 children

Connect

- Read the story *The Three Billy Goats Gruff* (or substitute a different story that is more relevant to your class).
- Prompt a discussion about story *plots* by explaining that main events (i.e., the events that take place in a story) make up the story's plot. For instance, in *The Three Billy Goats Gruff*, each time a Billy Goat sets foot onto the bridge, that is a main event and part of the plot.
- Ask the children to recall the main events of the story. Consider asking questions like:
 - What happened at the beginning of the story?
 - What were the main events in the middle of the story?
 - What happened at the end of the story?

Construct

- Tell the children that stories are sometimes rewritten with completely different endings.
- Ask the children to build a scene depicting an alternate ending to *The Three Billy Goats Gruff*. Older children may work in pairs.
- Encourage the children to build their scene and then take turns role-playing the alternate ending using the billy goat figures. If they have difficulty thinking of a new ending, brainstorm a list as a class or show an example of an alternate ending like a scene of the troll and Billy Goats Gruff becoming friends and having a tea party (see the appendix).

Contemplate

- When the children have finished building, encourage each child to show and describe his or her alternate ending. Consider asking questions like:
 - How did you come up with your alternate ending?
 - How is your ending different from the original?
 - What is the main event in your alternate ending?
- After each child has shared, discuss how everyone came up with different endings even though they used the same characters. Explain that everyone has a unique perspective and it is interesting to hear the thoughts of others.

Learning Outcomes

Children will:

- Understand story elements like *plot* and *main events*
- Practice recalling and retelling a story
- Alter an existing story
- Compare and contrast versions of stories

Vocabulary

plot, main events, beginning, middle, end, Billy Goats Gruff



See large image in the Appendix

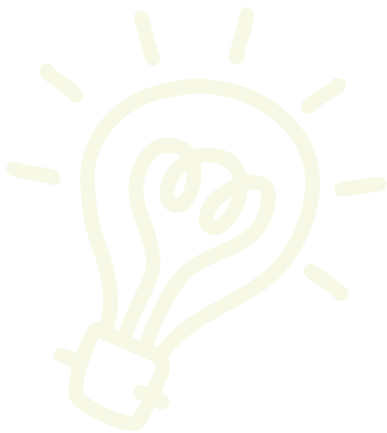
Continue

- Tell the children that changing the plot of stories can be interesting, but that authors sometimes change the settings too. Ask the children to build and retell *The Three Billy Goats Gruff* using a different setting (see the appendix for an inspirational image of a space setting). Older children may work in pairs.
- Remind the children to think about how a story's setting affects the characters. Consider asking questions like:
 - What would the characters do differently in this setting?
 - How would the troll act in this setting?
- Encourage the children to build their scenes and then take turns adding the billy goat figures and role-playing the beginning, middle, and end of the story.

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

- Children are able to express their thoughts, ideas, and opinions to others.
- Children are able to understand fundamental narrative structure and elements.



See large image in the Appendix

Vacation Stories

For up to 6 children

Connect

- Show the children the image of the beach scene (see the appendix) and tell them that the boy and lady are on a family vacation.
- Ask the children to describe what they see. Consider asking questions like:
 - Who are the characters in this scene?
 - Can you describe the setting of this scene?
 - What are the characters doing in this scene?
- Prompt a discussion about the main events that take place in a story and how these main events make up the story's plot. For instance, the boy in this scene seems to be digging. Maybe he is hoping to find buried treasure. That is part of the plot.

Construct

- Ask the children to build a scene showing what happened on a family vacation or school trip. Older children may work in pairs.
- If the children have trouble thinking of a real story, encourage them to make one up. Remind them to pick a background card that is appropriate for their story. For instance, they should consider whether the vacation or school trip took place in a warm place or a cold place and whether they spent time indoors or outdoors. Printing out duplicate images from the appendix will make it possible for multiple children to use the same background card. Print the background images in "actual size" to ensure they fit in the stands.

Contemplate

- When the children have finished building, encourage them to take turns sharing their scenes and telling their stories. Consider asking questions like:
 - Who are the characters in your story?
 - What is the setting of your story?
 - What happened on your vacation or school trip?

Continue

- Talk to the children about how sometimes events in real-life are not as exciting as we wish they would be. Tell them that we can plan to do things that are fun and exciting.
- Encourage the children to rebuild their scenes and tell a story about their plan for a dream vacation. You can also make this a group activity in which you plan the perfect class trip. Consider asking questions like:
 - If you could go anywhere on your vacation, where would you go?
 - Who would you go with?
 - What would you do on your dream vacation?

Did you notice?

Observing the following competencies can help you monitor whether the children are developing language and literacy skills:

- Children are able to express their thoughts, ideas, and opinions to others.
- Children are able to describe things and events.

Learning Outcomes

Children will:

- Understand story elements like plot and main events
- Develop listening skills
- Recall and tell a story

Vocabulary

beach, plot, events, vacation, trip



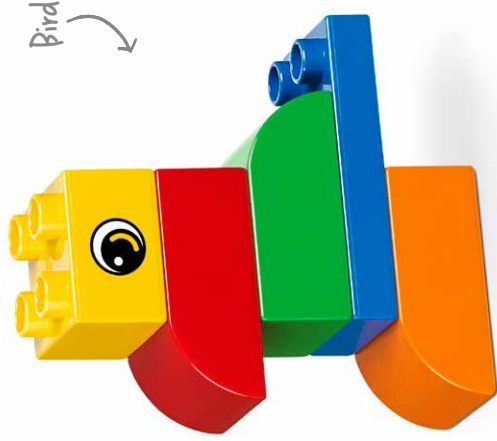
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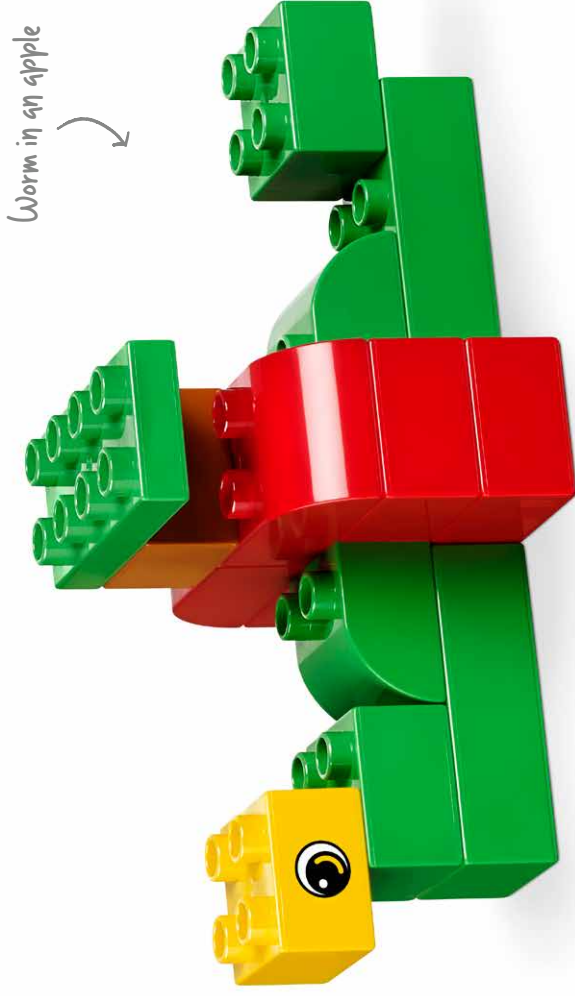




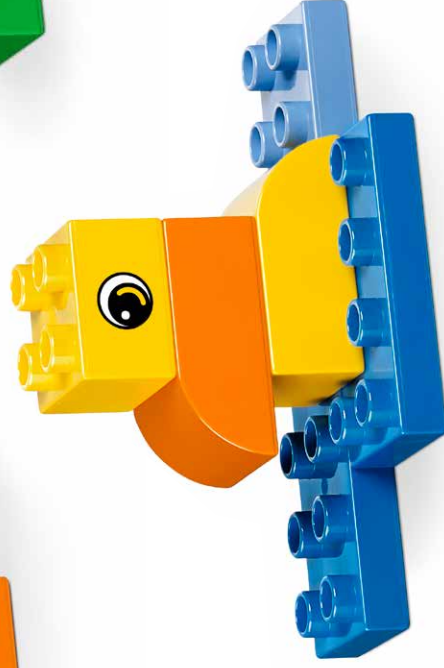




Bird



Worm in an apple



Duck



Turtle









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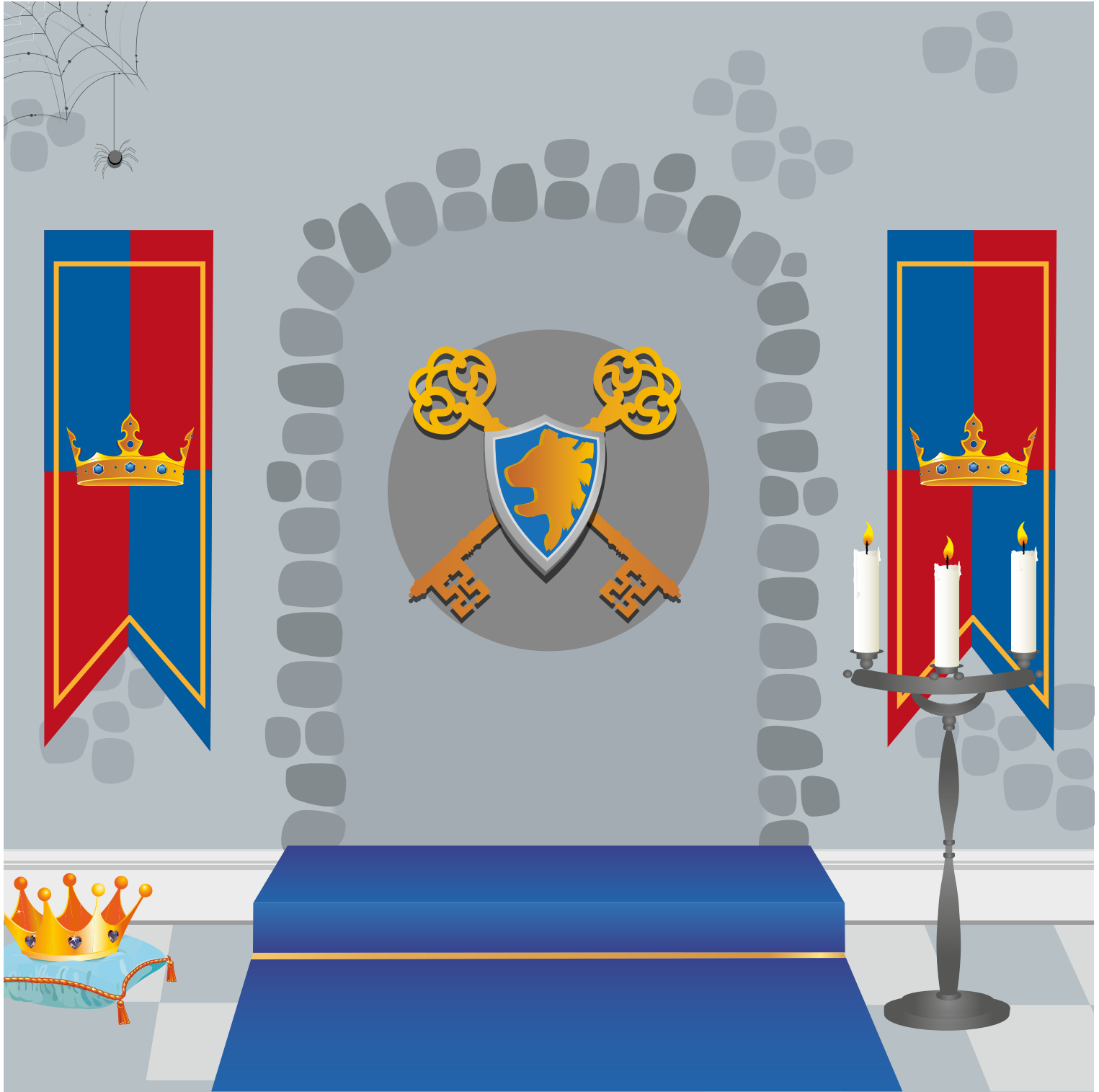
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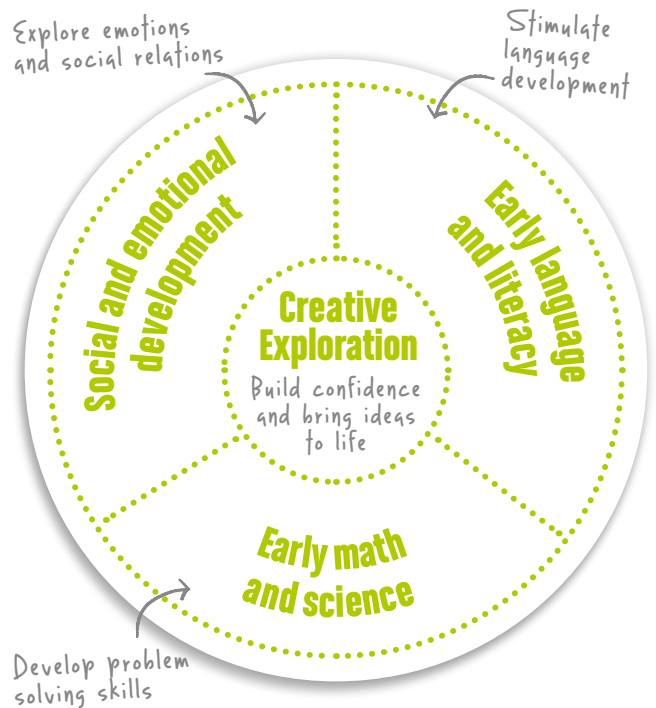


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Help your preschoolers develop important skills



LEGO® Education Preschool solutions stimulate children's natural curiosity to explore together and learn through play. Our preschool solutions will support you in developing your preschoolers in the following ways:

- give them social skills to collaborate and communicate with the world around them
- let them discover their own capabilities and acquire fundamental life skills
- develop crucial skills for school readiness focusing on four key learning areas essential for early childhood development: Creative Exploration, Social and Emotional Development, Early Math and Science, and Early Language and Literacy

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