

Story Starters: LEGO Education Kits

Content Area: **Undefined**
Course(s): **TAG Enrichment 2**
Time Period: **Trimester 3**
Length: **Approximately 6 weeks**
Status: **Published**

Unit Overview

This unit provides narrative experiences for students and empowers them to create stories in a natural way. It also will enhance speaking, listening, reading, writing, and comprehension skills. Students will be involved right from the beginning, motivating them to use their imaginations to develop and creative narratives, characters, and storylines. They will develop skills through the use of a hands-on storyboard, scene creation, objects and creatures, characterization, dialogue creation, exciting action and suspense storylines, predetermined openings and endings, timelines, and sequenced events.

Essential Questions

- What are the 3 W's?
- How did you set the scene?
- Is there a problem, a challenge, an issue, or an opportunity? What is it?
- What is going to be the course of your story arc?
- How are your characters feeling in this scene?
- How will you make those feelings show in your story?
- How are you building up the excitement in your story arc?
- Can you give me a "sneak preview" of the dialogue and the language you will use?

Content

- 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
- Explain how specific aspects of a story contribute to the mood, character, or setting
- Maintain consistency in tone and style
- Write a narrative using descriptive details and feelings to develop events or the responses of story characters to different situations
- Recount an experience in an organized manner using appropriate facts and relevant, descriptive detail
- Construct correct verb tense when writing and speaking
- Write a narrative to develop a real experience or event
- Use concrete words, phrases, and sensory detail to convey experiences and events
- Form and use progressive verb tenses (I was walking, I will be walking...)
- Distinguish character point of view
- Identify reasons and evidence to support particular viewpoints

- Choose words, phrases, dialects, and punctuation that add expression and effect
- Analyze how a character's point of view impacts character descriptions, actions, and events
- Write an opinion piece, supporting one point of view with reasons and information
- Distinguish between formal language used by a narrator and informal language used by characters
- Explain events from nonfictional texts, including what happened and why
- Determine the main facts and supporting details of a text read aloud, or information presented in diverse media (nonfiction)
- Create dialogue around experiences, events, and the characters' responses to given situations
- Choose words, phrases, dialects, and punctuation that add expression and effect
- Dramatize a real event to make it more interesting while communicating key issues

Skills

- setting the scene
- building the storyline
- engineering using LEGOs
- reflection
- revising
- modifying
- questioning
- adapting
- communicating
- describing
- sharing
- documenting
- extending

Assessments

- teacher observation
- student participation
- discussion
- reflection
- written stories
- building
- sharing/reading of stories

Lessons/Learning Scenarios

Get Spinning, Get Going: Students will get into teacher-assigned group with one kit between them. They will build the spinner and attach the 4-color category card. The spinner now will have an arrow and four colored sections that correspond to the element tray compartment colors. Students take turns spinning the spinner. When the spinner stops, it will point to a color and the students who spun it will then pick two bricks from a compartment with the corresponding color. The students are also allowed to randomly select two complete characters of their choice. Each student in the group will use the spinner 5 times before gathering all their bricks together and collecting a building plate. Teacher will ask students to build their first story on their building plate and to remember 2 of the Ws (Who-characters and Where-setting). Students will be asked to be specific when describing character features and actions. They also will be able to answer the question: Where does the story take place? The students will reflect and discuss with one another about each of the characters as they build....What are they doing?; What are they saying?; How do they feel? Teacher will take a photo of each scene structure and import it using the StoryVisualizer software. The students will then write a story about what they have built in the software template.

Set the Mood: The students will sit in a teacher-assigned group with a kit between them. They will build the spinner and attach the mood spinner card. Students will spin once to determine whether the story should be happy, sad, angry, or romantic. They then will substitute the mood spinner card with the category spinner card. The spinner now has the four colored sections that correspond to the element tray compartment colors. Students take turns spinning the spinner. Students will land on a color and then pick two bricks from a compartment with the corresponding color. The students also will be able to choose randomly two complete characters of their choice. Each student in the group will use the spinner 5 times before gathering his or her bricks together and collecting a building plate. Students will then build on their building plates and now remember the 3 Ws (Who-characters, Where-setting, and What-mood). Students will practice their stories before presenting to an audience. The students will reflect and discuss with one another about each of the characters as they build....What are they doing?; What are they saying?; What is their mood? Teacher will take a photo of each scene structure and import it using the StoryVisualizer software. The students will then write a story about what they have built in the software template.

What a Great Experience!: Teacher will gather the students for "circle time" and ask the following questions to get discussion and ideas flowing: What did you do over the weekend?; What activities did you engage in?; Who were you with?; Did you enjoy it?; Do you have any stories to share? Teacher will then 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?) The students will reflect and discuss with one another about each of the characters as they build....What are they doing?; What are they saying?; How do they feel? Students will choose a template from the StoryVisualizer software to document their experiences and share it with the class.

Free the Tree: Teacher will read students the scenerio about town council and the Giant Fig Tree. Teacher will elicit verbal responses from students how we could help them come up with a valid reason for preserving the tree? Students will discuss the different issues and build and present a story that represents the various points of view. The students will be asked to build their very own "Giant Fig Tree," add protesters, and use a variety of characters. Students will reflect and discuss with one another about each of their characters as they build....What are they doing?; What are they saying?; How do they feel? Students will use the StoryVisualizer software to portray the various points of view. They will share their stories with the peers and emphasize the differences between the characters, including their ages, points of view, and their opinions about the Giant Fig Tree.

Viola the Volcano Pops: Read students the scenerio about a volcano erupting in a small town garden. Teacher will elicit responses about the situation from the students to such questions as: What does it mean for poor Mrs. Bloggs?; What will happen to Magnaville?; Who do they call for help?; Can anyone imagine the scene? Students will be asked to build their very own "very special" volcano with a reporter and a cameraman

(How can they show it is a volcano? What props can be used to make a volcano? Who will be coming to see the volcano? Who is worried about the volcano and what are their concerns?) Students will reflect as they build discussing the following: Where is Mrs. Bloggs? Where is her family? What is she doing and saying? How are Mrs. Bloggs and her family feeling? How will tomorrow's headlines read? Students will use StoryVisualizer software to portray the story and the reporter's "angle." They will then present to the class.

Standards

LA.2.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.2.CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.2.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.2.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.2.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.2.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.2.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.2.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.2.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.2.CCSS.ELA-Literacy.CCRA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.2.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.2.CCSS.ELA-Literacy.CCRA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Resources

- Story Starter Core kits
- StoryVisualizer software
- Assign jobs for students in the group: "Story Starter Kit Manager", "Tidy Up Manager", "Spinner Manager"