

LEGO: BuildtoExpress: Lesson Plan

Context (InTASC 1,2,3)

Lesson Plan Created By: Ashley Peterson

Created:

Lesson Topic: Story Elements Lesson using Legos

Grade Level: Grade 2

Duration: Two 30-45 minute lessons

Kit Contents http://odin-primo.hosted.exlibrisgroup.com/nmy:NMY_ALEPH:ODIN_ALEPH007737039

Desired Results (InTASC 4)

Purpose: The purpose of this unit is to help students gain understanding of story elements using a hands on approach.

North Dakota English Language Arts & Literacy Content Standards:

- Reading Standards for Literature: Craft and Structure
 - RL.5 (Grade 2) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Reading Standards for Literature: Integration of Knowledge and Ideas
 - RL.7 (Grade 2) Use information gained from the illustrations and words in the text to demonstrate understanding of the characters, setting, and plot.
- Language Standards
 - L.1 (Grade 2) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Speaking and Listening Standards
 - SL. 1a (Grade 2) Follow agreed-upon rules for discussions (e.g. gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion)

Assessment Evidence (InTASC 6)

Evidence of meeting desired results: This lesson can be assessed throughout with observations. For the final writing part I would use either a writing scale/rubric that you already have or create one.

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

Direct Indirect Independent Experiential Interactive

Technology Use(s): (Check all that apply)

Student Interaction Align Goals Differentiate Instruction Enhance Lesson

Collect Data N/A

Hook and Hold:

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Depending on which story you choose your hook and hold may be different. I chose to the story *Room on the Broom* by Julia Donaldson so my hook and hold was geared more towards that.

At the front of the room place a cauldron (put a LEGO kit inside) You could also wear a witch's hat and have a broom too. Ask some questions like who would use all of these things? What kind of story might we be reading about today?

Materials:

- Book- you can use any children's book. (I chose *Room on the Broom*)
- LEGO Build to Express kits-enough for each students in the class
- Camera (something to take pictures with-I pad, etc.)

Procedures:**Day 1: Reading the story and building with Legos**

- a. Read through the story asking questions throughout
- b. Review story elements- what are they?
 1. Where would you find characters? Beginning, middle, or end?
 2. Where would the problem be? Beginning, middle, end?
 3. Where would the solution be? Beginning, middle, end?
 4. Etc.
- c. Pull the Legos out of the cauldron. Today you will be using these LEGOS to show me the beginning, middle, and end of a story.
- d. Each student will get one LEGO kit. Be sure to set some ground rules for them. For example, do not dump all the LEGOS on the ground...make sure you keep them separate from your neighbor...etc.
- e. Each student will start by creating a scene from the beginning of the story. Give them a set amount of time to work on each part depending on how much time you have for the lesson.
- f. Once they have completed the beginning, take a picture of their creation. (you can use a school camera, I pad, phone, whatever you have to take a picture and get it onto your computer) Then they can start the middle. Repeat step 'f' for the middle and end of the story.

****Allow for some prep time to get ready for Day 2****

You will need to put all their pictures onto the computer and print them off.

Day 2: Retelling the story using LEGO creations

- a. Hand out pictures of their LEGO story elements to the class along with lined paper. They can write a paragraph for each part of the story (beginning, middle, and end) or you can give them a piece of paper for each. Either way will work.
- b. Review the elements of a story
 1. Remind them to include the characters, setting, and plot in their writing.
- c. Allow students the rest of the time to complete their writing. Help them along the way if needed using the same writing process as during writers' workshop.

Summary: After everything is completed, students will present their LEGO pictures and writing to the class.

Reflection (InTASC 9)

Reflect On:

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- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*
- *Evidence of Student Learning*

Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

North Dakota Department of Public Instruction. (2011) *North Dakota English language arts & literacy content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/ELA_JUN0811.pdf

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