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## Introduction

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

### Who is the material for?

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

### What is it for?

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

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

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

### The StoryStarter solution will enable students to:

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





## What is it?

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

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

## StoryStarter Core Set

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

### Characters

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

### Props

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

### Setting

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

### Details

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

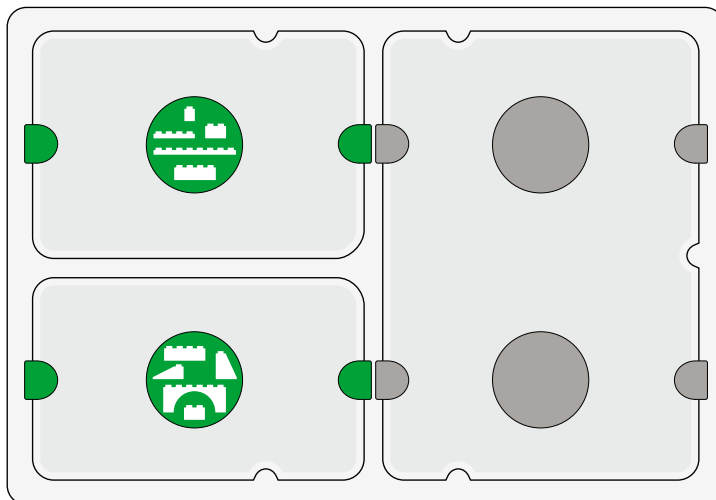
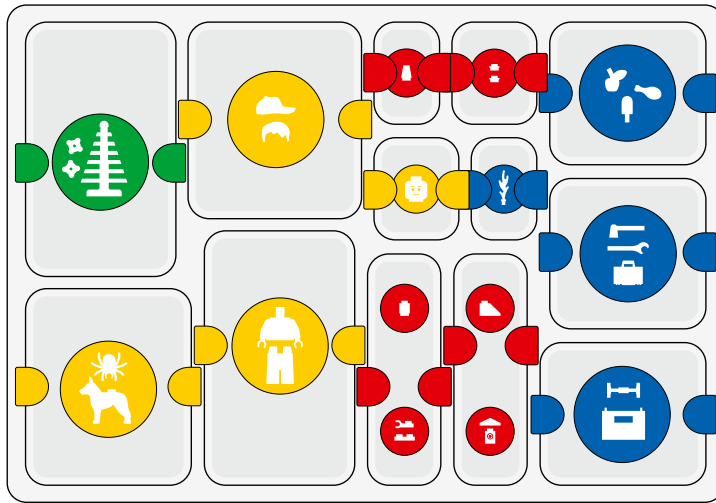
### Scenes

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



**Attach the stickers**

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



## The Spinner

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

The four spinner cards are:

### Category spinner

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

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

### Setting spinner

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

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

### Time spinner

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

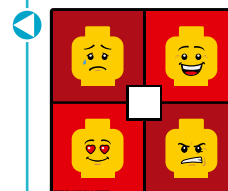
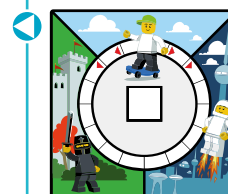
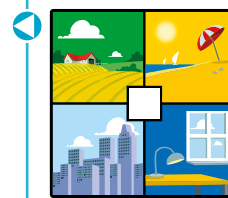
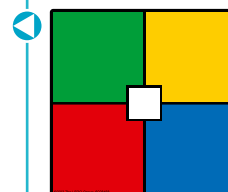
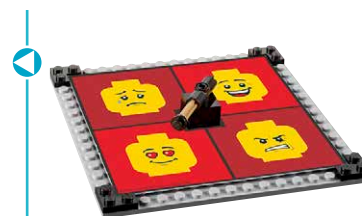
- Green (past)
- Light blue (present)
- Dark blue (future)

### Mood spinner

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

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

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



# How to use it?

## Types of activities

There are four types of activities:

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

### Getting Started

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

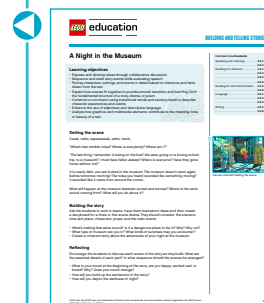
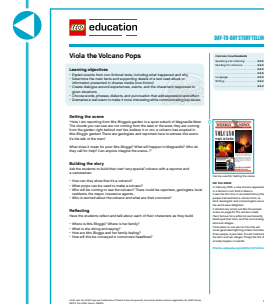
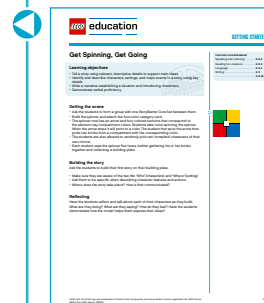
### Day-to-Day Storytelling

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

### Building and Telling Stories

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

Depending on the students’ grade and ability level, a story structure can include three scene structures—a beginning (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 collaboratively decide on a story flow and then each individual student builds one of the scene structures of a story.





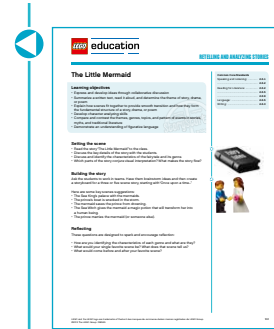
**Retelling and Analyzing Stories**

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

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

**Activity routes**

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



## Curriculum

### Common Core Standards

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



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

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

**Common Core Standards**

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

## Curriculum grid

The curriculum grid below shows how all of the activities are linked to Common Core Standards in English Language Arts:

Activity Title	Type of Activity	Speaking and Listening	Reading for Literature	Reading for Informational Texts	Language	Writing
Get Spinning, Get Going	Getting Started	2-5.4	2-5.3		2-5.1	2.3 3-5.3a
Set the Mood	Getting Started	2-5.4	2-5.7 2-5.3		2-5.1	2.3 3-5.3b
What a Great Experience	Day-to-Day Storytelling	2-5.4 2-5.5	2-5.6		2.1d 3.1e 4.1b 5.1b	2-5.3
Free the Tree	Day-to-Day Storytelling	2-5.3	2-5.6	2-5.3	2-5.3	2-5.1 2-5.4
Viola the Volcano Pops	Day-to-Day Storytelling	2-5.2		2-5.2 2-5.3 2-5.6	2-5.3	2-5.3 2-5.2
The Old Man's Gift	Day-to-Day Storytelling	4-5.3 2-5.4	2-5.2 2-5.3	2-5.9	2-5.3	2-5.3
Runaway Kitten	Day-to-Day Storytelling	2-5.4	2-5.2 2-5.3 2-5.5		2-5.3 2-5.5	2-5.3
Driftwood Island	Day-to-Day Storytelling	2-5.1 2-5.4	2-5.3 2-5.5 2-5.6	2-5.5 2-5.7	2-5.1 2-5.5	2-5.3
Winter Wonderland	Day-to-Day Storytelling	2-5.1 2-5.4 2-5.6	2-5.2 2-5.3 2-5.6	2-5.3 2-5.6	2-5.1 2-5.3	2-5.1
A Super Stadium	Day-to-Day Storytelling	2-5.2 2-5.6	2-5.3 2-5.6	2-5.2 2-5.6	2-5.2 2-5.3	2-5.2 2-5.3 2-5.1
Come on Campfire	Day-to-Day Storytelling	2-5.1 2-5.4 2-5.6	2-5.1 2-5.3	2-5.6	2-5.1 2-5.3	2-5.3 2-5.6 2-5.7
Breaking Out News	Day-to-Day Storytelling	2-5.3 2-5.4	2-5.3 2-5.6	2-5.5 2-5.6	2-5.3	2-5.3 2-5.2
Circus S'Cool	Day-to-Day Storytelling	2-5.4		2-5.1	2.1d 3.1e 4.1b	2-5.3 2-5.4 2-5.7 2-5.8

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



### Common Core Standards

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



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

## StoryVisualizer Software

### StoryVisualizer software in the classroom

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

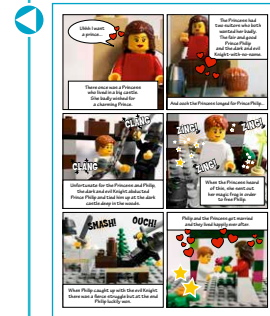
Many students read fluently, but find it difficult to write. They have ideas, but lack the written language skills they need to create a beginning, follow a sequence of ideas, and then draw their writing to a logical conclusion. These students like to draw pictures to support and illustrate their writing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

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

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

### The StoryVisualizer software provides the following benefits:

- Great visual representation of knowledge
- Easy-to-remember graphical representation of key information
- Engages students through thinking, creating and writing
- Provides a perfect avenue 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



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

The StoryVisualizer software offers a variety of comprehensive features that allow students to further develop their stories by using imported images, webcam capture, backdrops, clip art graphics and an easy-to-use text tool. The software simply enhances the 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 of 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 of software)
- Minimum Screen Resolution: 1024 x 768 pixels

## 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 diverse 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

### Setting the scene

"Here I am reporting from Mrs. Bloggs's 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's garden! There are geologists and reporters here to witness this event, it's the talk of the town."

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

### Building the story

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

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

### Reflecting

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

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

### Common Core Standards

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



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 50. The volcano made them famous for a while but permanently destroyed their farm, and the surrounding land and villages. Fortunately no one was hurt but the ash cloud generated lightning strikes that killed three people. A year later, the ash had buried the farm and two villages. Things like this do actually happen in real life.

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

## Sharing and documenting

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

Suggestions for scripts:

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

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

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

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

## Sample solution



## Extending

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



# WEEKLY NEWS



THE VOICE OF THE COUNTRY SINCE 1864

Saturday February 21

## VOLCANO erupts in Garden



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

### WHAT HAPPENS NEXT?

A volcanologist explains:

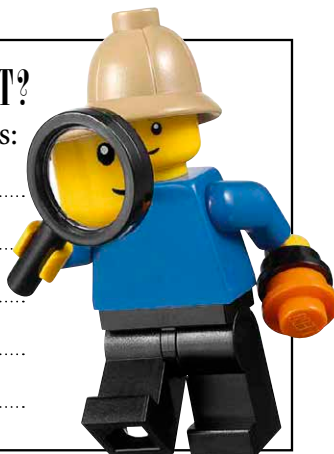
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**OUR WEEKLY NEWS REPORTER  
DESCRIBES THE SCENE AS...**

# We all have a story to tell...

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

