THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2017-2018

Ideas with IMPACT

idea packet

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Don't Let Go That LEGO!

Don’t Let Go That LEGO!

A tactile approach using LEGOS motivates students to read, speak and write

BY

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Table of Contents

I. Goals 3

II. Objectives 4

III. Florida Standards.....5

IV. Course Outline.....9

V. Lesson Plans.....13

VI. Supplies and Materials.....19

VII. Resources.....21

GOALS

Many ESE and ELL students struggle in language arts due to deficiencies in reading and writing which results in lack of motivation and interest. One way to motivate and engage them is by using a multi sensory tactile hands-on approach to read and write using manipulatives (LEGO's).

Students will be able to:

1. Speak with confidence in a range of contexts
2. Create, sequence, and retell stories
3. Enhance their speaking, listening, and comprehension skills
4. Develop their reading and writing skills
5. Analyze stories, characters, and plots
6. Identify and understand genres

OBJECTIVES

Students will be able to:

- 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...)
- Tell a story and recount an experience with appropriate facts and relevant descriptive details, speaking audibly and in coherent sentences
- Draft and write narratives
- Create settings, characters and plot
- Create dialogue around experiences, events and character responses to given situations
- Demonstrate the correct use of English grammar when writing and speaking
- Use characters, action and narratives to convey a story, theme or emotions
- Distinguish between fact and opinion
- Write an opinion piece supporting a point of view with reasons and information

Florida Standards

The activities address all of the FL Language Arts standards. It helps students develop skills, knowledge, and understanding in the areas of Speaking and Listening, Reading, Language, and Writing.

SPEAKING AND LISTENING

Comprehension and collaboration

-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

-Presentation of knowledge and ideas

-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

Florida Standards

READING For Literature, READING For Informal Texts

Key ideas and detail

-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

Craft and structure

-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

Integration of knowledge

-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

-Range of reading and level of text complexity

-Read and comprehend complex literary and informational texts independently and proficiently

Florida Standards

LANGUAGE

-Conventions of standard English
-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

Knowledge of language

-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

Vocabulary acquisition and use

-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

Florida Standards

WRITING

Text types and purposes

-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

Production and distribution of writing

-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

-Research to build to present knowledge

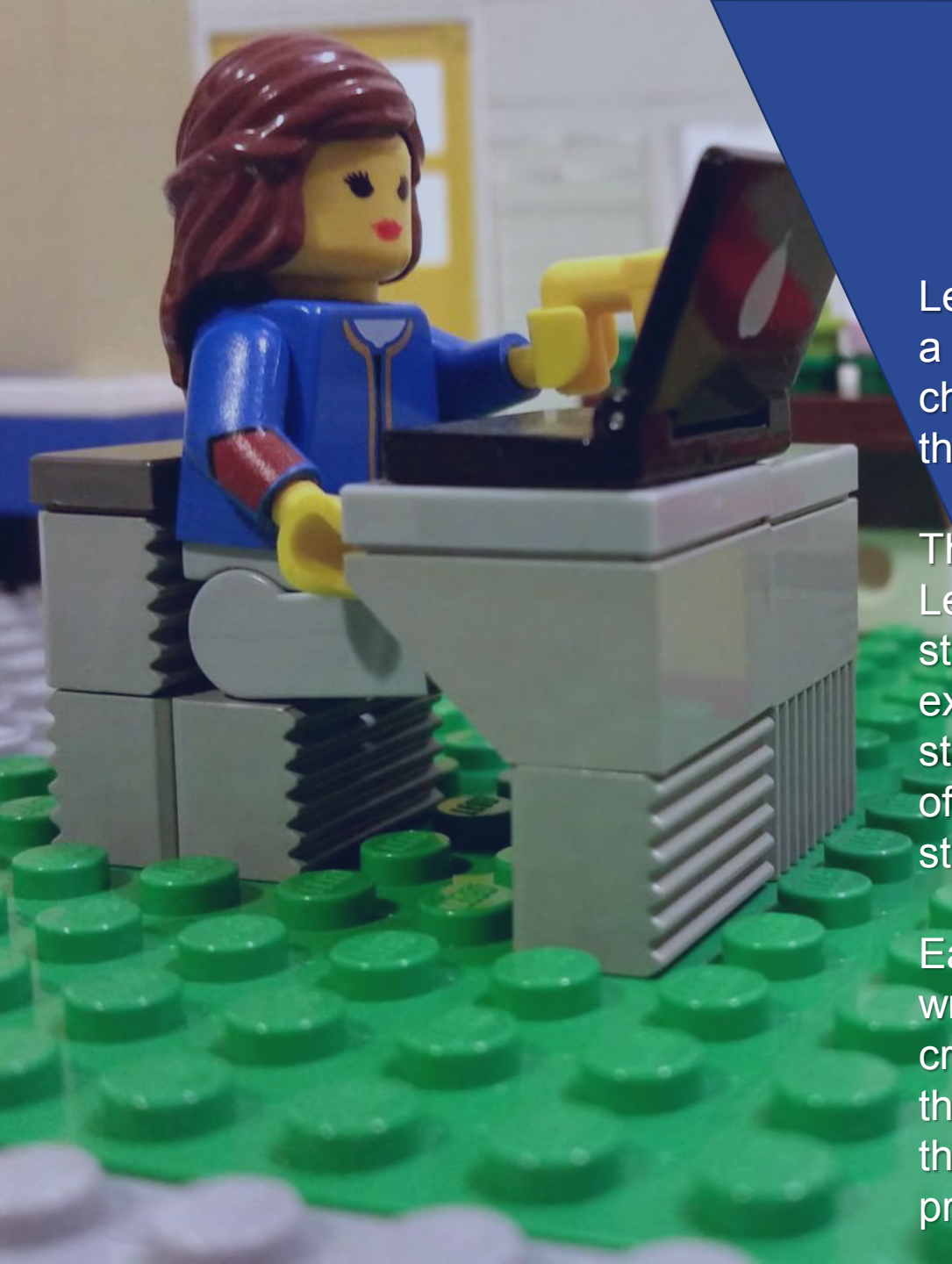
-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

-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

Range of writing

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



Course Outline

Lego Story Starters kit (a box containing more than 1,000 bricks) is a great resource that lets students build stories using Lego characters in imaginative settings. This helps the students visualize their stories more clearly.

The students write stories based on the models they make. The Lego story starters can also be paired with another exciting stimulus, like popular books or movies. It enhances creativity and expression in students. There are many unique pieces, and students are very excited to use them all. This results in a high level of student engagement and easy classroom management since students are so eager to work on the projects with you.

Each student can create something unique at their own reading and writing level with every assignment as opposed to everyone creating the same thing. It also allows you to learn about the stories that are important in your students' lives while challenging them to think deeply about their lives, experiences and opinions in a low-pressure setting

Course Outline

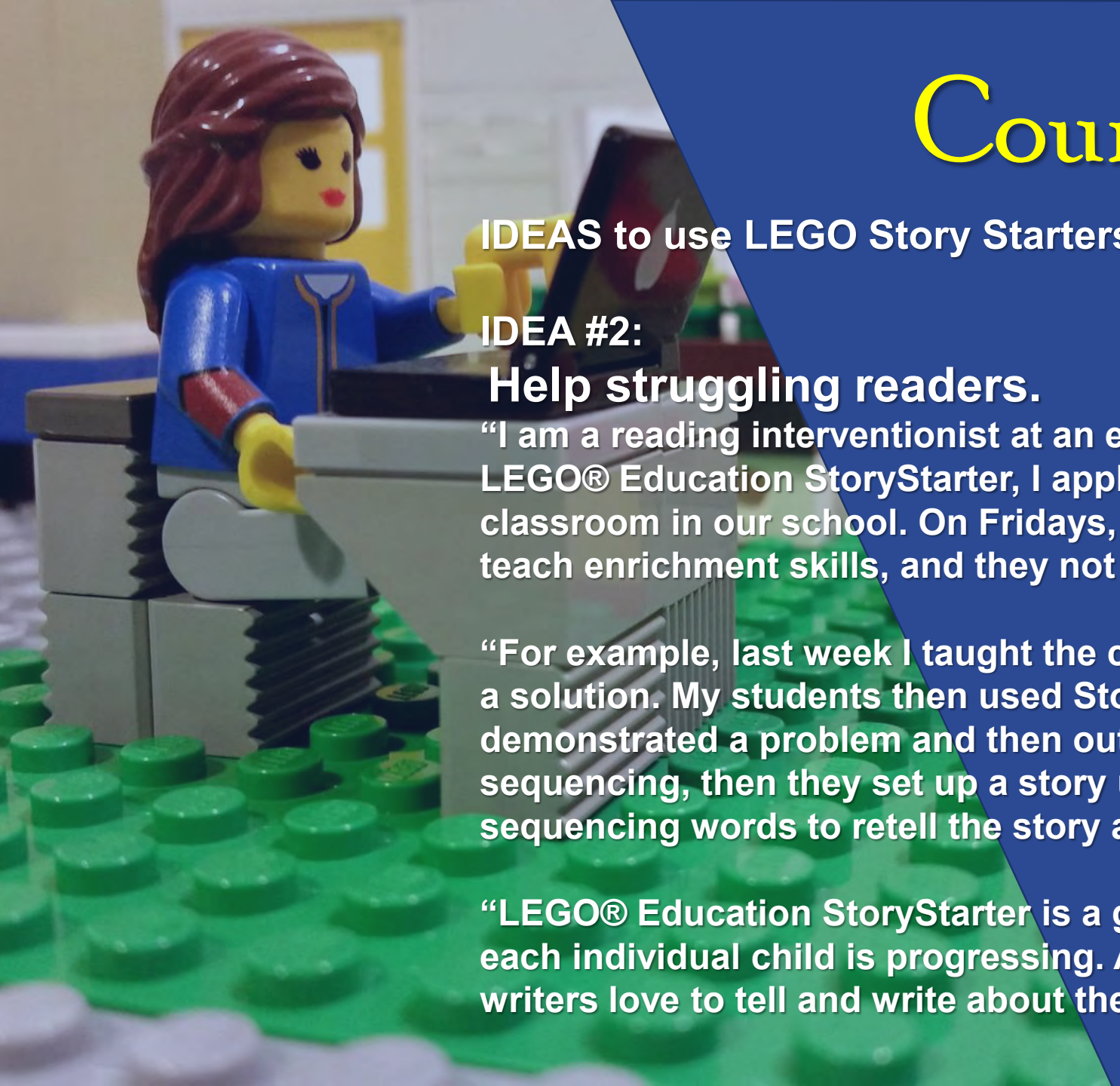
IDEAS to use LEGO Story Starters in your Classroom

IDEA #1:

Use StoryStarter to keep your lessons varied

"I use the LEGO® Education StoryStarter curriculum as my main resource while teaching technology to K–5 students. I love the StoryStarter set and have been impressed with the level of creativity and expression students have when using the multi-purpose props that come in each set. There are many unique pieces, and students are very excited to use them all. This results in a high level of student engagement and easy classroom management since students are so eager to work on the projects with you.

Probably my favorite part about the curriculum is how each student can create something unique with every assignment (as opposed to everyone creating the same thing, such as a turkey made from a cutout of your hand, for example). It allows you to learn about the stories that are important in your students' lives while challenging them to think deeply about their lives, experiences and opinions in a low-pressure setting." —Jesse Douglas



Course Outline

IDEAS to use LEGO Story Starters in your Classroom

IDEA #2:

Help struggling readers.

"I am a reading interventionist at an elementary school, and after trying out LEGO® Education StoryStarter, I applied for a grant last year to get kits in every classroom in our school. On Fridays, I use the kits with my struggling readers to teach enrichment skills, and they not only love it, they are learning so much.

"For example, last week I taught the concept that every story has a problem and a solution. My students then used StoryStarter to set up a story that demonstrated a problem and then outlined a solution. Another week, I taught sequencing, then they set up a story using StoryStarter bricks. Then they used sequencing words to retell the story and show me that they understood the skill.

"LEGO® Education StoryStarter is a great way to monitor progress and see how each individual child is progressing. And even the most reluctant readers and writers love to tell and write about the things they have built! —Diana Hahn

Course Outline

IDEAS to use LEGO Story Starters in your Classroom

IDEA #3:

Host a summer writing camp.

"We use LEGO® Education StoryStarter kits to host a summer writing camp. The kids use StoryStarter to take a story from idea to conceptualizing to rough draft to final, published book, and they love every minute of it!" —Jason Tar

IDEA #4:

Use StoryStarter to get ELL students talking.

"I teach remedial reading with mostly English-language learners, and LEGO® Education StoryStarter kits have been amazing for that group! The LEGO® bricks allow them to conceptualize and think through a story before they talk, and the software and instructions guide them through the process so they can really start formulating words in English. Plus, they love it!" —T.E.

LESSON PLANS

LESSON 1

What a Great Experience!

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 using LEGO's that represents their experiences

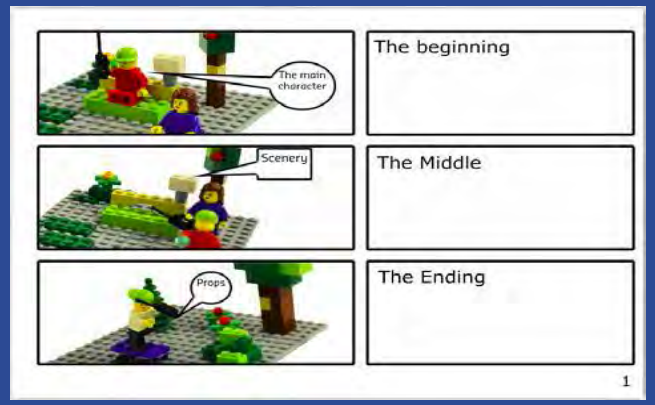
- What were the highlights?
- Who were you with?
- What was the setting and what happened?

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?

Sharing and Documenting

Take pictures of the models they build and write a narrative to document their experience and share it with the class. The following template can be used.

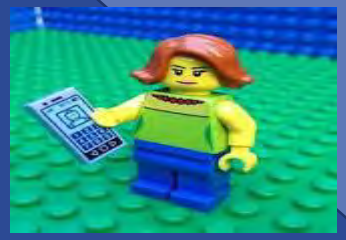


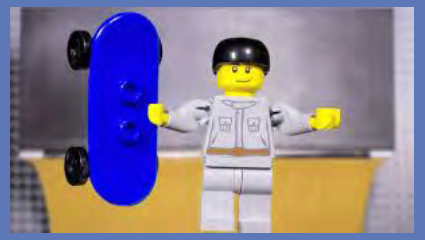
Extending

• Make a big show based on all the great experiences that the students have had.
Make big posters of their narrative products and display in class and/or in areas of the school where other students can see them. Invite people to a presentation.

LESSON 2

My Favorite Hobby





Setting the scene

Most people have a favorite hobby. Some people like outdoor activities, such as going for a walk, going to the beach etc., others like sports or just being with friends. There are many reasons for this and they are all very personal. Think of one of your favorite hobbies. What would that be and why do you like it so much?

Building the story

Using Legos Build and tell a story about your favorite hobby. Make sure you include relevant details so everyone understands your passion. Also focus on why you think it's great. Take pictures of the models students build and students write a narrative to document their favorite hobby story and explain why they like it so much. Share it with an audience. Students can also make a 30 second to 60 second video telling about their favorite hobby using the model they created.

Extending

You really like your hobby and want others to get to know about it too. Build more scenes that show the benefits of your hobby and create a poster or a video that advertises this.

LESSON 3

The Tale of the Scary Spider and the Cute Cat!

Setting the scene

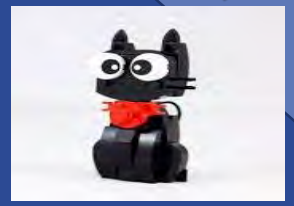
There once was a huge, creepy spider living in Everglades. The spider was known to be the scariest creature of all and it terrorized all living souls. Spooky the cat was especially afraid of the spider!

One day, Spooky had to go on a secret mission in the woods, but knowing that the spider was there, Spooky really was scared and did not know what to do. What would happen in the woods; was he going to be safe, could he ever succeed in his secret mission, would
anyone or anything lend him a helping hand?

Building the story

Ask students to create and build a story about Spooky the cat's adventures consisting of three scenes; a beginning, middle, and end. It should include:

- Spooky the cat, who is afraid of the spider
- A setting involving a bridge that has to be crossed
- Something scary and frightening
- A moral that is to the point and relates to everyday life



Reflecting

Ask students to talk and reflect upon each of their characters, the setting and plot:

• What are the characters doing? What are they saying? How do they feel?
• What is the setting? In what way is that clear and evident to an audience? Can this be improved?
• Think about the moral of the story. How is this best communicated?

Sharing and Documenting

First present and tell the story to an audience with specific detail and coherence. Ask the students to vary the style of their delivery when narrating or playing a character. Take pictures of the models they build and have them write their stories in the format of a fairy tale. They should pay attention to the genre characteristics such as **"Once upon a time…."** and clearly show the moral of the story. Students may also do a recorded video of their stories.

Extending

• Print out all the stories and create the class's own Book of Tales. This may be for everyone to read. You might also want to place a copy at the school library.
• Map out the different morals and see if any of these are the same. Discuss the different ways in which messages can be communicated and what makes them clear and strong.
• Think about how the same moral could be communicated, but in a different version of the story. Build this new version, tell the new story to a group of friends and ask them to guess what the moral is

Supplies and Supplemental Materials

SUPPLIES: You have 2 options

Option 1: Story Starter Core Set

LEGO 45100 Story Starter Core Set Price: $249.99 from Amazon

LEGO Education Story Starter is a hands-on learning tool that enhances students' reading, writing, speaking, and listening skills.

- 1 set per three students or students can work in groups and share one classroom set
- 1,147 elements, including base plates, activity spinners, organizational stickers, specialty bricks, and mini figures
- Storage bin with sorting trays

* **Other add ons are available like fairy tale and historic mini figures sets and community mini figures sets**

Option 2: Story Starter Curriculum Pack & Story Visualizer Software

Create more engaging language arts lessons focused on enhancing students' reading, writing, speaking, and listening skills. When combined with the Story Starter Core Set and downloadable Story Visualizer software, the curriculum pack makes it easy to develop rich language arts lessons that inspire teamwork, critical thinking, and creativity.

The curriculum Pack includes:

- 24 project-based language arts activities correlated to Common Core Standards.
- A learning grid aligning activities to key standards and objectives.
- Rubrics for ongoing student self-evaluation.
- An element survey, lesson plans, student worksheets, and tips and tricks

Supplies and Supplemental Materials

LEGO 45100 Story Starter Core Set Price: $249.99 from Amazon

RESOURCES

https://www.weareteachers.com/the-ultimate-idea-list-for-using-lego-education-storystarter-in-the-classroom/

https://www.csha.org/LinkClick.aspx?fileticket=_FjG4sobjvc%3D&portalid=62

http://le-partners.com/storystarter/hope-education/wp-content/uploads/2014/10/LE_SS_A5_Instant_Success_UK_Hope_LowRes.pdf

https://www.amazon.com/LEGO-45100-StoryStarter-Core-Set/dp/B00HENWAG8

http://3boysandadog.com/lego-education-story-starter-kits/

THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Apply for an Ideas with IMPACT Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors or assistant principals may request funds to implement any project idea, teaching strategy or project from the 2017 Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2017-18. Most catalogs can be viewed on The Education Fund's website at educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, June 1, 2018.

APPLICATION DEADLINE: December 13, 2017

Apply online at educationfund.org

For more information, contact:

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For opening minds, creating opportunities, and helping to create a brighter future, Ford Salutes The Education Fund.

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