



Lego Stories

Learning Intention: Summarise the main events of a story and respond using lego.

WHAT YOU'LL NEED

- Lego
- Picture book

SUCCESS CRITERIA

- I can identify and discuss the main events and their significance in texts.

LESSON

Modelled

1. Introduce students to today's learning intention and explain that they need to listen to a story or chapter and will discuss as a class what the main event was and how we might depict it.
2. Read a book or a chosen chapter to your students. Aaron Blabey's, 'Pig The Pug' series is a great place to start as they are easy to understand and are funny.

Guided

3. At the end of the story, have a discussion as a class to ensure that all students are thinking about the main plotlines of the story.

4. Prompt thinking by asking: Can you tell me what happened in the story? What was the most important part of the story? Why do you think this? How do you know? Use these prompts every time you read a new book until you feel they no longer need support to recall the key parts of the story.
5. Students will use think-pair-share to discuss or problem solve the main event from the story. Think-pair-share involves students being given time to individually think about the question/problem being asked.
6. Students then form pairs and share their ideas with each other, working collaboratively to reach a shared understanding or decision that answers the question/problem.

Independent

7. Set students up in small groups providing them with a limited amount of Duplo or Lego (this allows for creativity to work at its best). Together students will build a significant event or main idea from the text being read. By working together as a pair or in a small group it will allow students to talk through their ideas and collaboratively build a response to the text. Encourage them to be as creative as possible.
8. Ensure students have time to do a 'roaming exhibition' where they can look at other groups' creations. During this phase, provide time for students to explain their work, give feedback and praise their finished masterpieces.
9. Students can photograph their finished lego products and digitally annotate them, labelling the different elements of their representation and explaining their reasoning.

DIFFERENTIATION

- Extension: this lesson can be adapted to focus on different comprehension skills or aspects of literacy. For example, students could build their favourite part of the story, the beginning/middle/end, a favourite character or a prediction.

ASSESSMENT

- Roaming exhibitions provide an interactive activity for student peer assessment. Students can use peer discussion and conferencing or use tools such as the traffic lights system, to give feedback on the task.

CURRICULUM (AU 9.0)

Grade 5 - AC9E5LY04

Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming

Grade 3 - AC9E3LY05

Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Grade 1 - AC9E1LY05

Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

CURRICULUM (NSW)

Stage 2 - EN2-RECOM-01

Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

Stage 3 - EN3-RECOM-01

Fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

Stage 1 - EN1-RECOM-01

Comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

CURRICULUM (VIC)

Grade 5 - VCELY318

Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning

Grade 3 - VCELY257

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Grade 1 - VCELY186

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features