Get Spinning, Get Going

Learning objectives
• 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.

Setting the scene
• Ask the students to form a group with one StoryStarter Core Set between them.
• Build the spinner and attach the four-color category card.
• The spinner now has an arrow and four colored sections that correspond to the element tray compartment colors. Students take turns spinning the spinner. When the arrow stops, it will point to a color. The student who spun the arrow then picks two bricks from a compartment with the corresponding color.
• The students are also allowed to randomly pick two complete characters of their own choice.
• Each student uses the spinner five times before gathering his or her bricks together and collecting a building plate.

Building the story
Ask the students to build the first story on their building plates.

• Make sure they are aware of the two Ws: “Who” (characters) and “Where” (setting).
• Ask them to be specific when describing character features and actions.
• Where does the story take place? How is that communicated?

Reflecting
Have the students reflect 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 the model helps them express their ideas.

Common Core Standards
Speaking and Listening: 2-5.4
Reading for Literature: 2-5.3
Language: 2-5.1
Writing: 2.3

3-5.3a
Sharing and documenting

- Ask the students to practice their stories with a partner before presenting them to an audience. Stories can be presented in groups or to the whole class. Allow students to pose questions and to respond appropriately.
- Take a photograph of each scene structure and import it using the StoryVisualizer software. Choose a template from the layout template menu to suit each student’s grade and ability level, and have them each write a story about what they have built.

Extending

- Allow the students to select extra elements for adding more details.

- Where appropriate, allow the students to exchange elements to suit the purpose of their story.

- Have the students work in pairs or groups to create a story that combines all of their elements and building plates. Ask them to agree on the characters and the setting before starting the build. Explain that they should maintain continuity between each scene by having the appropriate number of characters, animals, and scenery on hand to complete the story.