

Lego StoryStarter



Vordingborg October 11th 2017

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About myself



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- Educational Advisor of modern languages and internationalization
- Master of foreign language education
- Teacher in the Danish primary / secondary school (6-16 years) for 29,5 years

Today's plan

- ◆ Background
- ◆ Why LEGO
- ◆ Fairy Tale Mash ups
- ◆ Use LEGO StoryStarter yourself
- ◆ Evaluation / reflection



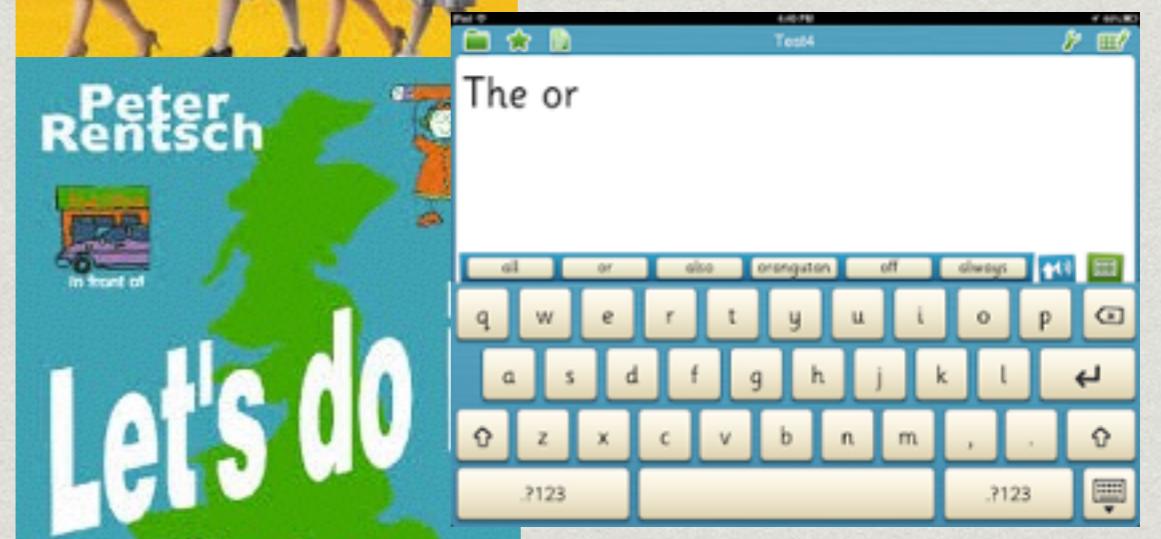
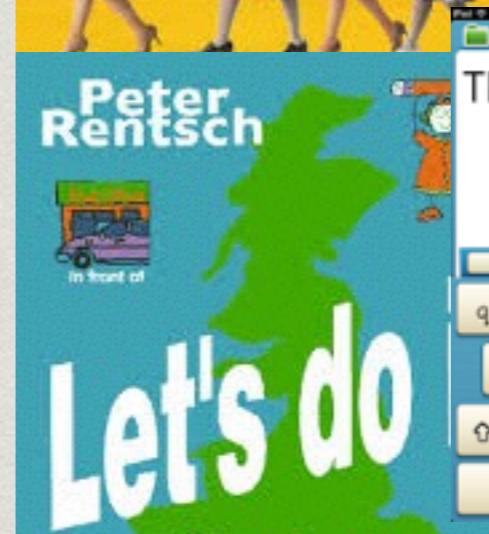
CHECK IN



Take off - touch down

Take off if you

- * speak 2 or more languages
- * have been teaching before
- * prefer to teach the youngest kids
- * prefer to teach the older kids
- * think you will use a lot of digital stuff and artefacts teaching kids
- * have an idea of what language learning with LEGO is all about
- * like the food here in Vordingborg
- * look forward to the next holidays



| Date commercialisation | Galaxy Gio | Phone 4G | Nexus one | Nexus S | Galaxy S II | Galaxy Nexus | Galaxy Note |
|------------------------|---|---|---|---|---|--|---|
| Aout 2011 | Écran 27 cm ² 3,0 pouces 192 ppp 480 x 320 px 88 x 52 x 16 mm 99 grammes Hors écran 19,9 cm ² | Écran 31 cm ² 3,2 pouces 180 ppp 480 x 320 px 110,5 x 57,5 x 12,2 mm 102 g Hors écran 33 cm ² | Écran 38 cm ² 3,7 pouces 252 ppp 960 x 640 px 115,2 x 68,66 x 9,3 mm 140 g Hors écran 31 cm ² | Écran 46 cm ² 4,0 pouces 233 ppp 800 x 480 px 119 x 99,8 x 11,8 mm 130 g Hors écran 32 cm ² | Écran 53 cm ² 4,3 pouces 217 ppp 800 x 480 px 123,9 x 63 x 10,8 mm 129 g Hors écran 32 cm ² | Écran 60 cm ² 4,65 pouces 316 ppp 1280 x 720 px 125,3 x 66,1 x 8,6 mm 116 g Hors écran 30 cm ² | Écran 81 cm ² 5,3 pouces 285 ppp 1280 x 800 px 135,5 x 67,94 x 8,94 mm 136 g Hors écran 40 cm ² |
| Été 2011 | | | | | | | |
| 14 octobre 2011 | | | | | | | |
| Janvier 2010 | | | | | | | |
| Décembre 2010 | | | | | | | |
| 29 avril 2011 | | | | | | | |
| Octobre 2011 | | | | | | | |
| Octobre 2011 | | | | | | | |

Why LEGO?



From concrete bricks with studs and holes
to reflection and abstract thinking

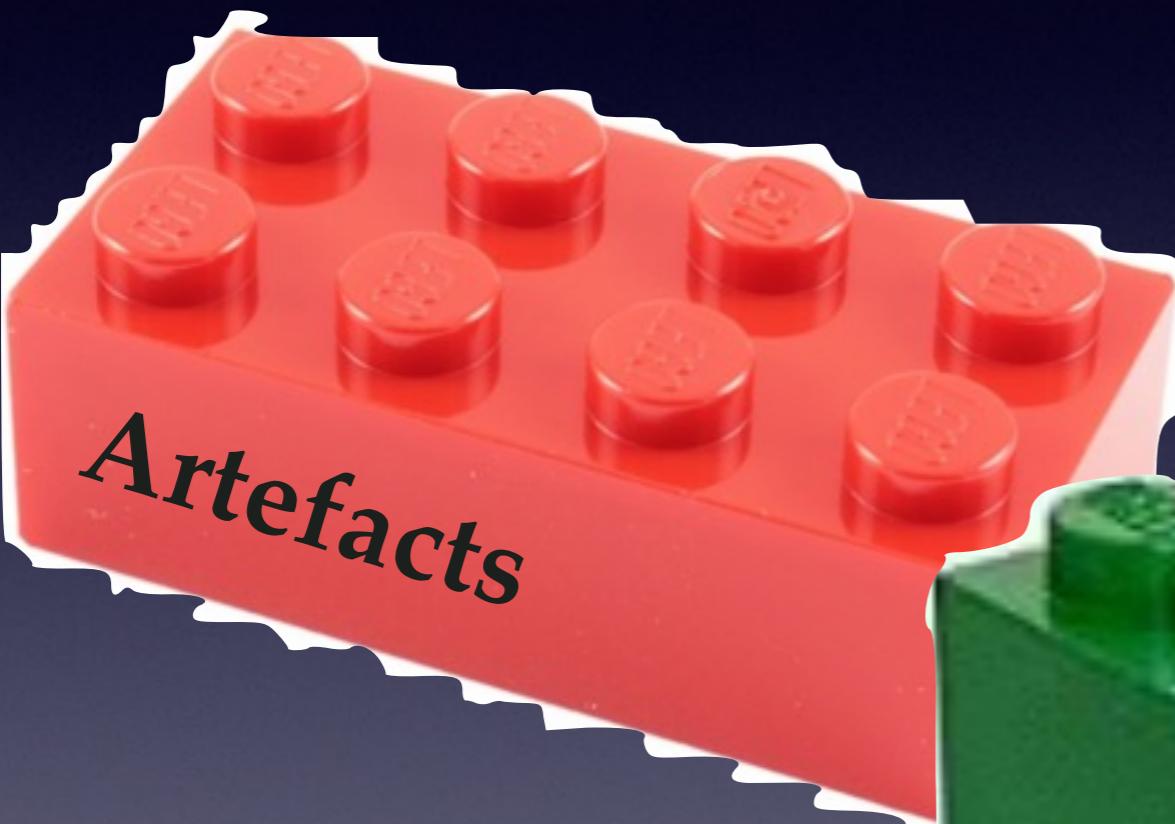


Presentation of LEGO StoryStarter

- Book/reserve it through CFU Absalon
- 7 boxes, guide for teachers, ressources for topics in many subjects (languages)
- 1 Lego box: 2-4 students, 6 story plates, bricks, spinner
- Artefacts with potential for different interpretation



Vocabulary



A child's learning / cognitive development



Brain Research by Kjeld Fredenser:

- Artefacts make learning easier
- Children think with their body
- 'The use of the hand is of great importance to the cognitive development of the child'

Kjeld Fredens

Kropsforankret kognition

Når man realiserer informationer gennem flere forskellige sanser, forstår og lagrer vi alle (også skoleelever) information mere effektivt.

(A. Glenberg 2007)



Due to we get older we put on weight. This happens because we gain so much knowledge in our heads.

A stylized illustration of a human hand reaching upwards from the bottom of the frame. The hand is light pink with a thick black outline. It is positioned as if it has just grabbed or is about to grab a small white object that is partially visible at the top edge of the frame. The background consists of a light beige rectangular area at the bottom and a solid blue area above it.

The hand becomes the tool of the brain

LEGO quotes by other researchers

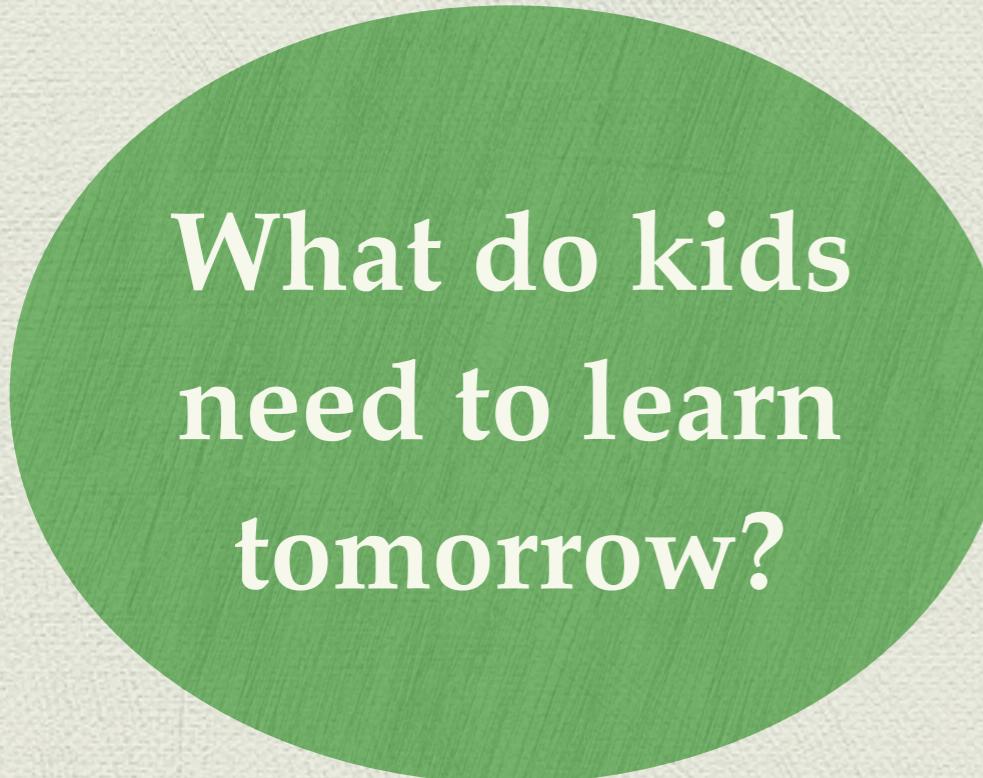
'LEGO a tool to support thinking and collaboration'

David Gauntlett 2014, Professor University Westminster UK

'LEGO StoryStarter tomorrow's way of teaching'

Johannes Nørregaard Frandsen 2016, Professor Odense University DK

21st Century Skills



What do kids
need to learn
tomorrow?

Learning Skills
Critical Thinking
Creative Thinking
Collaborating
Communicating

Michael Canale 1983

Functional communicative language teaching

Discourse

Oral and
written
communication

Form

fx
Phonetics
Grammar
Vocabulary

Pragmatics

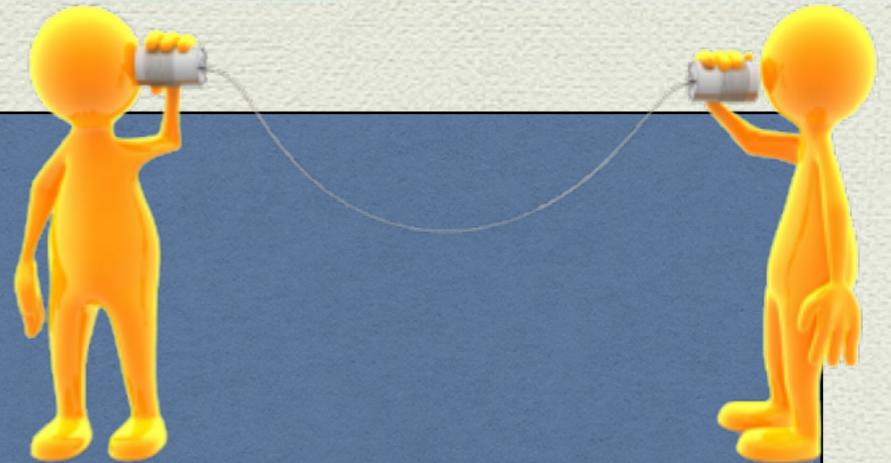
Rules for
dialogues
politeness
sociolinguistics

intercultural
competencce

Com. strategies

First aid when
language
breaks down

The communicative language approach (FFM)



- **Authencity:**
 - ◆ You use language to learn a language
 - ◆ Activity, interaction
 - ◆ Mistakes are stepping stones and important for learning
 - ◆ Form: Grammar, vocabulary etc. in a functional context
 - ◆ Communication & production
 - ◆ Differentiating
 - ◆ English as lingua franca

Lego StoryStarter and language acquisition



- Visual representation - a concrete scene
- Help for organizing - very clear structure
- The bricks make it easier to remember vocabulary, chunks -
- Developing receptive and productive vocabulary
- Integrating artefacts, technology, learning



Lego StoryStarter and language acquisition

- Collaboration
- Differentiating
- Authenticity
- Making students active:
think - create - write - read - present
- Creativity- innovation
- Motivating for all children



Pre-knowledge or production at the end of teaching period?

The keyword:
Scaffolding



Trade pictures

When the music stops find a partner

Once upon a time...

A long time ago...

In 1876...

...



Trade pictures

When the music stops find a partner

Suddenly there came a...

All of a sudden was...

Next a great



Trade pictures

When the music stops find a partner

And then...

The next day...

Afterwards....



Trade cards

When the music stops find a partner

In the end...

Finally...

At last....



Trade cards

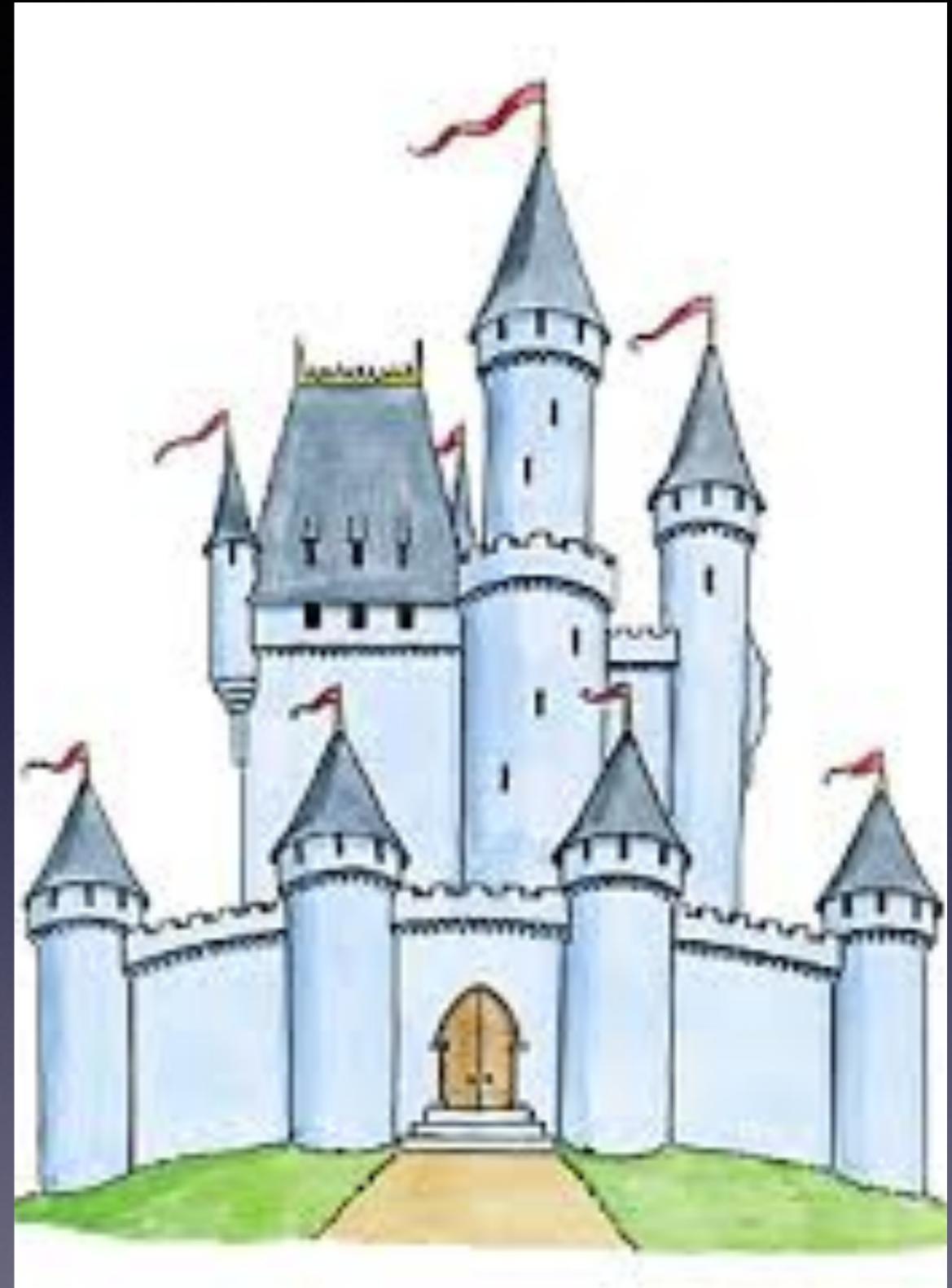
When the music stops find a partner

And they lived happily ever.

In the end everybody....

Snip, snap, snout,
this tale's told out

....



A fairy tale in 5 sentences



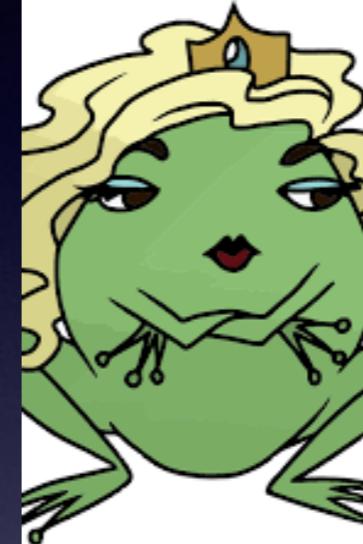
Once upon a time



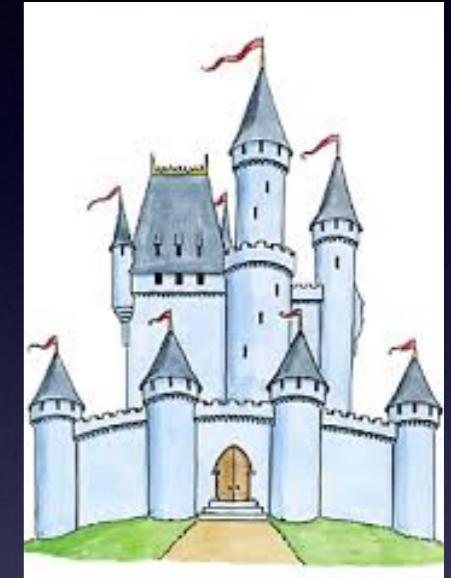
Suddenly..



Then.. (problem)



Finally..
(solution)



And they lived..

Check list



We have remembered....

- a good fairy tale starter
- a good fairy tale ending
- synonyms for 'and then' 'and then'
- at least 3 fairy tale characters
- at least 5 fairy tale characteristics: castle, magic wand, talking animals etc.
- at least 7 interesting adjectives
- 3 different fairy tales to mash up
- to make a headline



Make a fabulous fantastic mash up fairy tale



A long time ago there were 7 bears working very hard each day. One day when they came home there was **suddenly** a big big girl in their small bed. The bears **then** got very scared so they sent an sms to granny. **After that** old granny came along . She said, vow this is Little Red Ridinghood, she is a big girl now. They woke her up, gave her an apple, and **next** Ridinghood said, 'Oh my friends, I want to party!' And **Finally** they had a huge gigantic party, everybody was happy - **and snip, snap, snout - the tale's told out.**

Make a fabulous fantastic mash up fairy tale



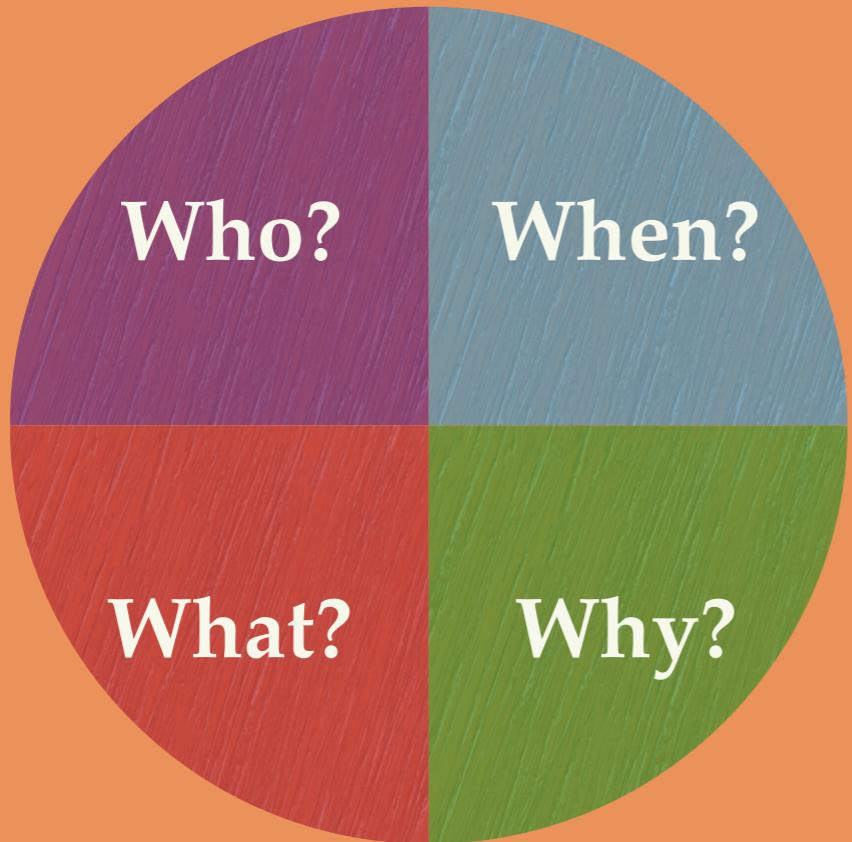
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Introduction, groups of 2-3

1. Intro and LEGO rules
2. Building exercises
3. The structure of the narrative : 3 -5 plates - introduction, body, ending
4. Storyvisualizer app
5. 'Build and tell'
6. 'Tell and write'
7. Presentations



The building process



Who is it about?
Where does it take place?
When does it take place?
What happens?

What is the problem?
How is it solved?

Forenkled Fælles Mål - FFM kompetenceområder (competences)



Forslag til tema: Fairy Tales Mashups



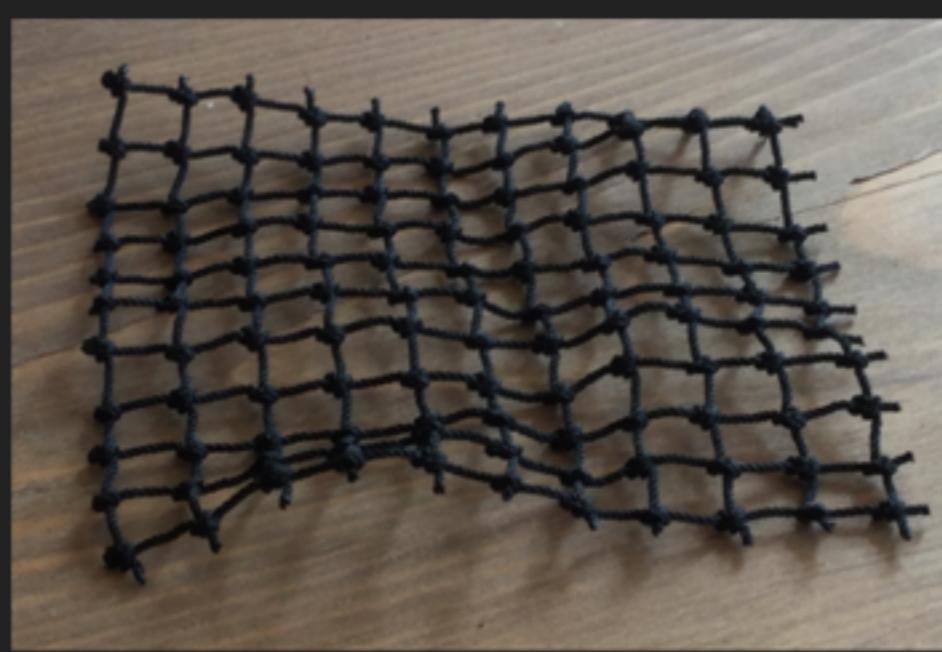
**Suggestion for extra teaching
ressources:**

- <http://mitCFU.dk/lngyx2p>
- **Roald Dahl: Revolting Rhymes**
- **Easy Street 5.kl**
- **Bordteater**

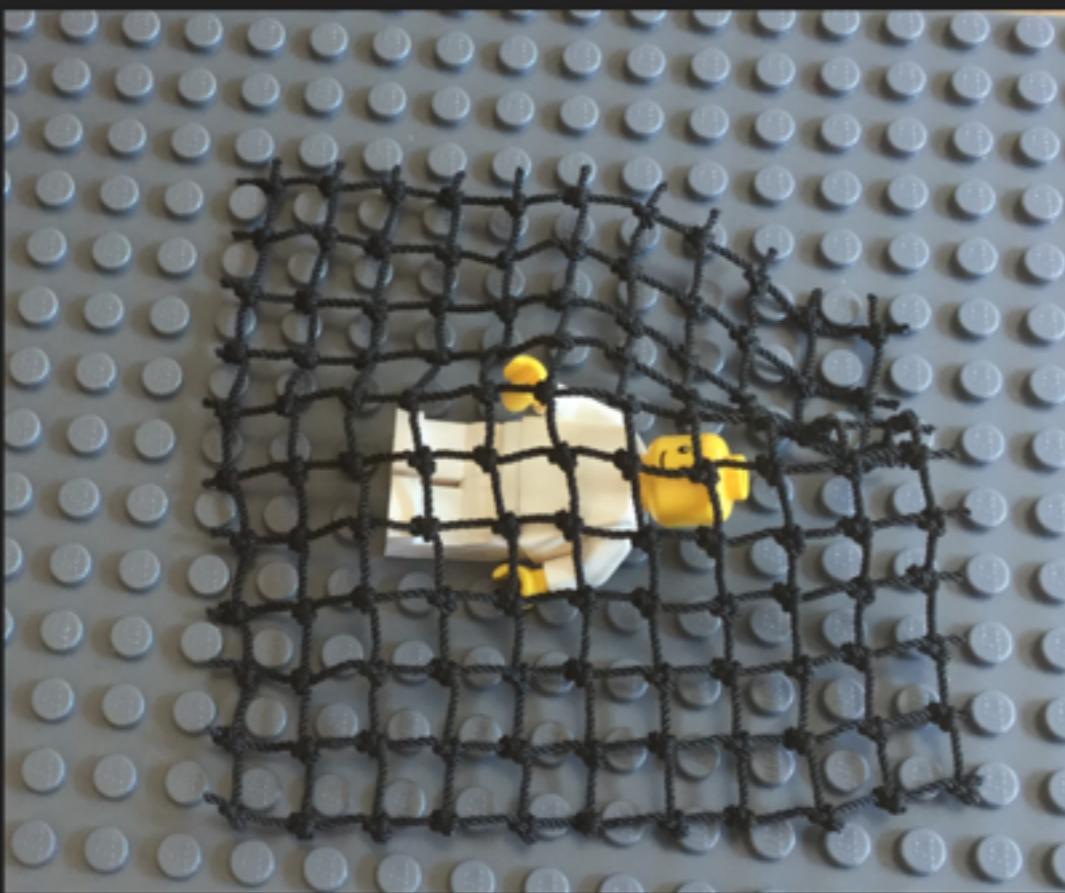
What would happen if Goldilocks had two horrid stepsisters and fell asleep for a hundred years? Would she be woken by a hungry wolf or Little Red Riding Hood's Granny?

A symbol of ...?

- Talk with your neighbor about what these artefacts could symbolize (2 min.)
- Share your points with another pair (2 min.)

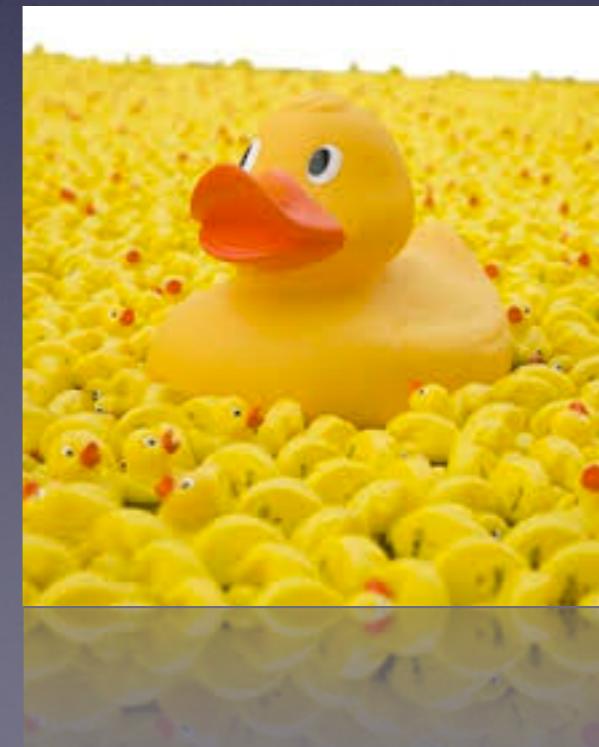


Symbols in context





Build a duck in 1 minute



Lego StoryStarter



Plate 1: beginning

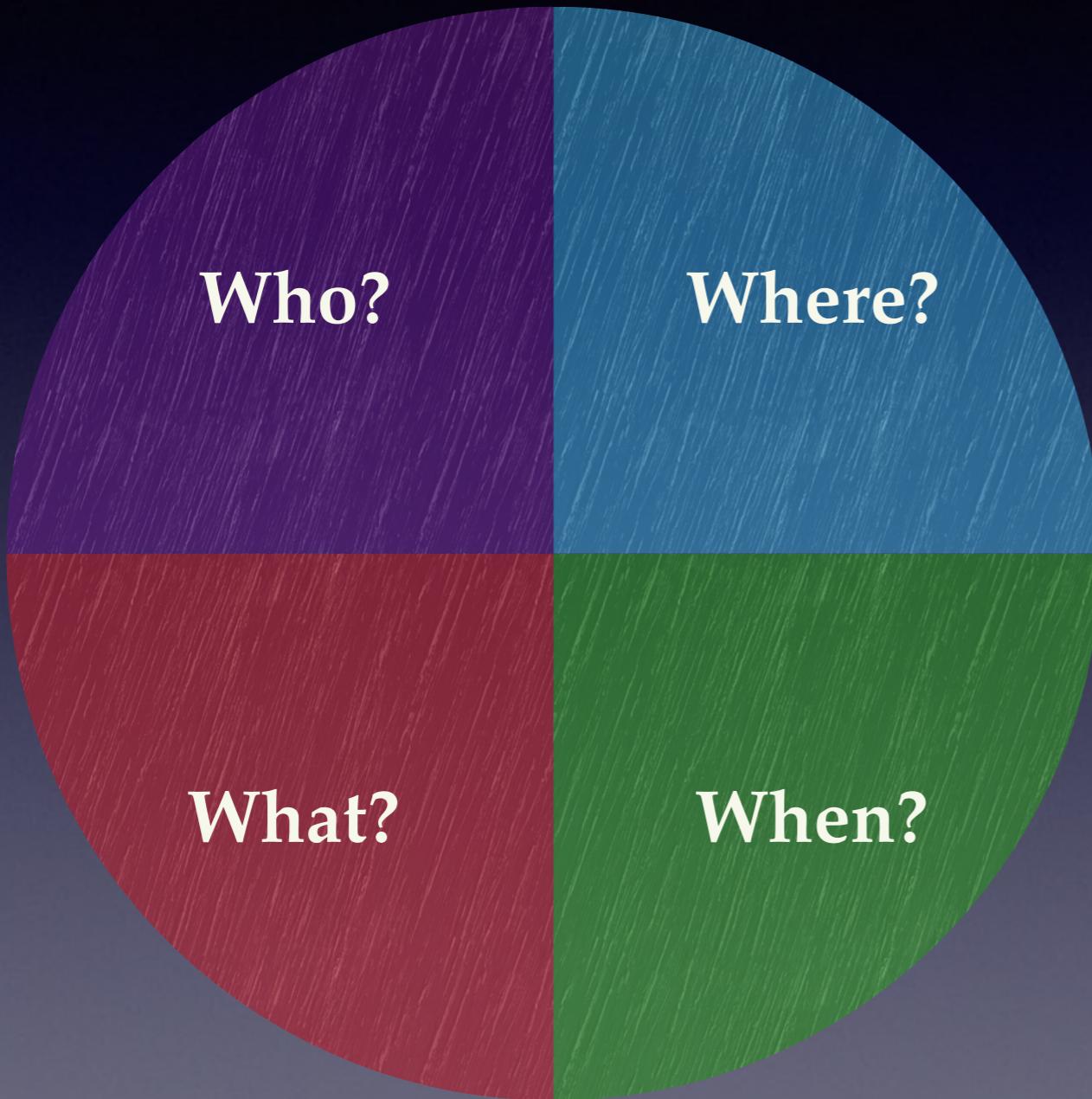
A long time ago

Plate 2: middle

Plate 3: end

snip, snap, snout

First - then -next -after that - finally



Who is it about?
Where does it take place?
When does it take place?
What happens?

The problem
The solution

Fairy Tale Word Mat

Once upon a time...



Long ago...



princess



forest



prince

curse



evil

fairy godmother

wizard
wish

good



palace

magic



wizard

wish



witch



castle



queen

kiss



...happily ever after.

twinkl www.twinkl.co.uk

Far away...

How
many
fairy tales
can you
find in 2
minutes ?



Make notes



- New words
- Good ideas
- Ideas for names
- Ideas for the text
- etc.

Check list

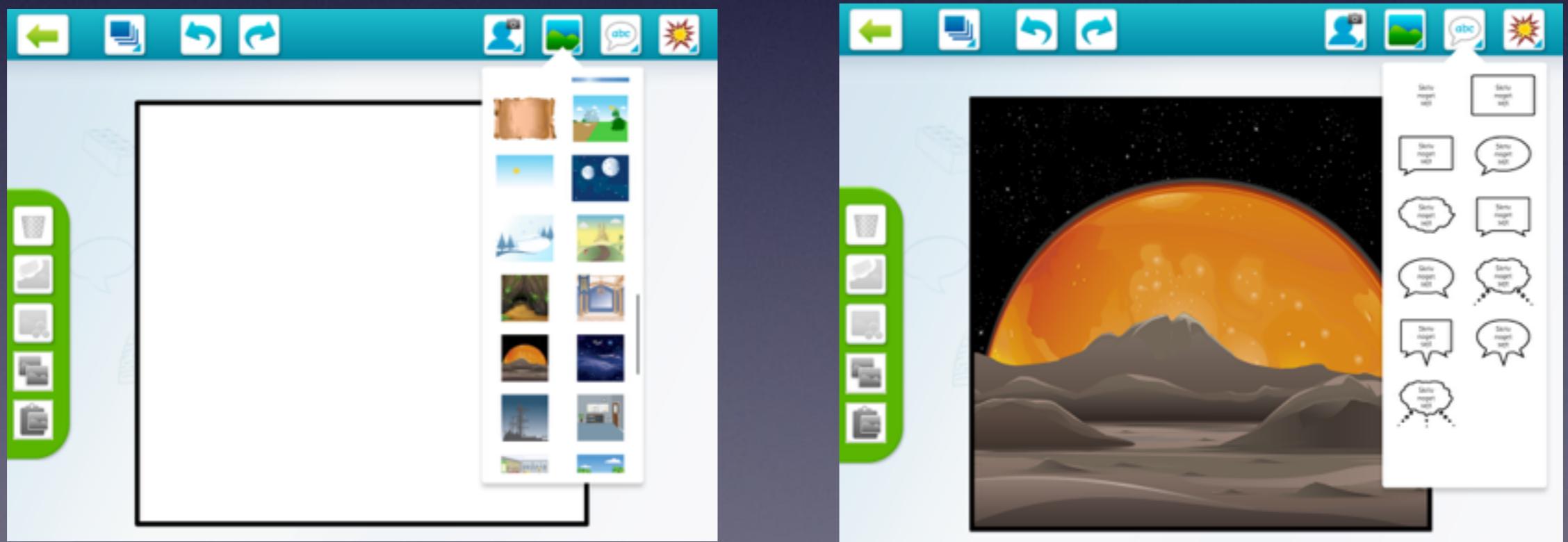


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The APP StoryVisualizer



What do you think



I can build and talk English



I can use the app, pictures and write

Download app



- The app is free
- activate it by using this code: **w147z1gsw8**
- Teaching aid download for teacher computer





Günter Benny Freja og deres hund Romkugle går og går de kommer til eng som ser helt død ud der var kun jord og visne planter det har ikke regnet i mange dage så den har ikke fået noget vand Günter Freja og

Benny begynder at gå men marken føles uendelig og da de endelig kom over marken var de alle sammen så trætte at de ikke kunne gå et skridt længer de havde ikke fået vand i lang tid så de var helt udmattet de lagde sig alle sammen ned i de knap så grønne græs da de endelig kom på benene var det ved at blive mørkt de gik videre i mørket selvom deres ben råbte og skreg efter at side ned

hund Romkugle går og er helt død ud der var ar ikke regnet i mange vand Günter Freja og in marken føles over marken var de kunne gå et skridt lang tid så de var ammen ned i de kom på benene gik videre i mørket ter at side ned







 education

StoryStarter

Make literacy tangible



Try it out



Reflection

- ◆ LEGO and language acquisition functional communicative?
- ◆ LEGO and collaboration?
- ◆ LEGO in mixed ability classes?
- ◆ LEGO supporting low & high cognitive demands?

Fairy tales with Cumming

| | | |
|--|--|---|
| | Cognitively Undemanding <i>Mix and match with pictures</i> | |
| Context Embedded <i>From oral to written story</i> | | Context Reduced <i>Discuss ways language is written</i> |
| | | Cognitively Demanding |
| | | |

Cummin's framework

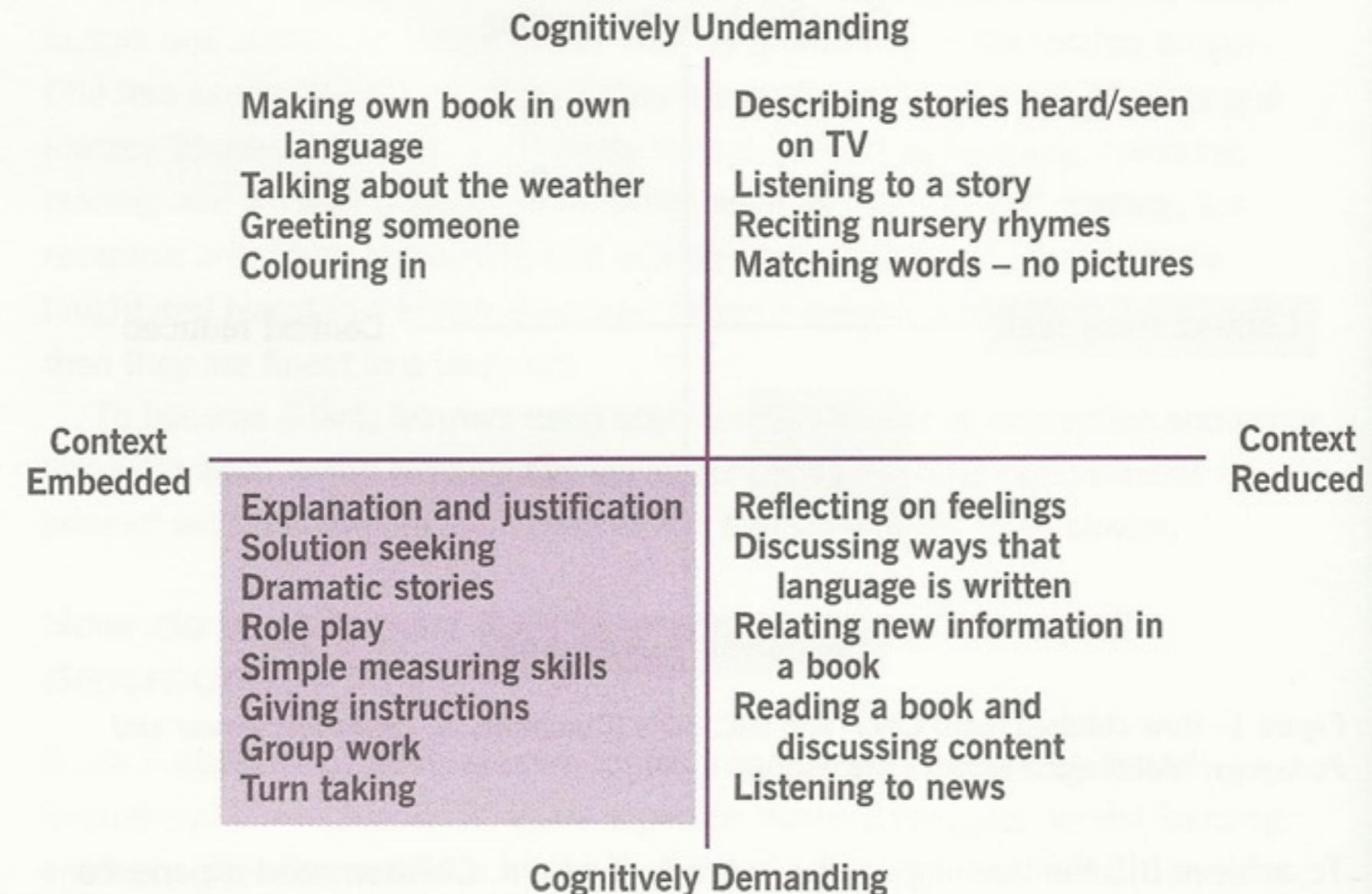


Figure 2: How to use Cummins' framework (Baker, C., *Foundations of Bilingual Education and Bilingualism*, 3, Multilingual Matters Ltd, 2001)

socrative.com student

A screenshot of the Socrative student dashboard. At the top left is the Socrative logo (a hexagonal grid icon). To its right is the room code "654545". Below the logo are five navigation tabs: LAUNCH, QUIZZES, ROOMS, REPORTS, and RESULTS. The "RESULTS" tab is currently active, indicated by a white background and a small downward arrow.

A screenshot of the Socrative Student Login page. It features a light blue header with the Socrative logo and "by MasteryConnect". Below this is a "Student Login" section. Inside, there is a "Room Name" input field containing the room code "654545", and a large orange "JOIN" button. At the bottom right of the login box is a small language dropdown menu showing "English".

Quick
evaluation

Litterature



- **Michael Canale**, Longman 1983, From Communicative Competence to Communicative Language Pedagogy, (in Richard Schmidt: Language and Communication)
- **Birgit Henriksen**: *Ord og tekst* Undervisningsministeriet 2000
- **Hanne Leth m.fl.**: *Fagdidaktik i sprogfag*, Frydenlund 2015
- **Jette Aas**, *Alle har en historie at bygge* , fra Sprogforum nr. 59, 2014
- **Arthur Glenberg**, *Activity and Imagined Activity Can Enhance Young Children's Reading Comprehension*, Journal of Educational Psychology 2004, vol. 3
- **Kjeld Fredens** <http://www.skoven-i-skolen.dk/content/n%C3%A5r-tingene-taler-til-os>
- **Ulla Krogsgaard**, *Ordforråd med klodser*, artikel i 'Sproglæreren nr. 2 2017'



For inspiration til
engelsk kontakt

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