

The image shows a woman and two children working with LEGO bricks on blue trays. The woman is standing and holding a tray with a completed LEGO structure. A girl is sitting at a table, also working on a LEGO structure. A boy is sitting next to her, looking at her work. The background is light blue with faint, stylized drawings of a magnifying glass and a handprint.

LEGO® Education BuildToExpress Extension Activity Pack

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Introduction

LEGO® Education is pleased to introduce the *BuildToExpress Extension Activity Pack* to complement and expand on both the self-paced *BuildToExpress Guide and Activity Pack* DVD and the professional development training.

Who is it for?

The material in this activity pack is designed to support elementary teachers who have completed training in the LEGO Education BuildToExpress process through in-class professional development or are using the *BuildToExpress Guide and Activity Pack* DVD. Activities in this pack have been developed for Grades 2-5, although activities and ideas can be adapted for higher grades as well. Teachers of any academic background can use these materials to work with students ages seven years and up.

What is it for?

LEGO Education BuildToExpress can be used for a wide range of topics and themes to inspire reflection, promote discussion, and support students in expressing their thoughts and ideas. The materials in this activity pack can be used to enhance learning and create engaging, informative assessment experiences when teaching core curriculum concepts. They can be adapted to meet the specific needs and goals of your class and program.

There are no right or wrong answers with BuildToExpress. The goal of the process is to help students express their ideas about what they have already learned and form their thoughts more clearly by using a hands-on, visual approach. The BuildToExpress process will help students enhance their speaking and listening skills.

BuildToExpress can be integrated into classroom activities as:

- An icebreaker activity to help class members get to know one another
- An introductory activity for a new unit
- A diagnostic or formative assessment tool
- A brainstorming activity to generate ideas

- A comprehension activity to confirm student understanding
- A cool-down activity after a test or presentation

The BuildToExpress process helps students develop a wide array of skills such as:

- Abstract thinking
- Reasoning
- Verbal communication
- Time management
- Inquiry
- Interpretation
- Active listening

What is in the BuildToExpress Core Set?

The activities outlined in this activity pack have been created for use with the BuildToExpress Core Set of elements. Each BuildToExpress Set includes LEGO® bricks and a building plate. These are used by students to make their thoughts and ideas visible and tangible in 3-D models. The LEGO bricks in each BuildToExpress Set have been carefully selected to provide a broad spectrum of ready-made metaphors. The range of bricks, colors, and minifigures inspires students and stimulates their creative thinking and imagination, giving them a tool with which to clearly and confidently express themselves.

Each student should be provided with their own BuildToExpress Set in order to allow all students to have the same starting point when given a Building Challenge. They respond to Building Challenges individually and use the building plate to showcase their models when sharing their ideas about their models with others throughout the activities.

What is in the Extension Activity Pack?

The *BuildToExpress Extension Activity Pack* has been created to complement and expand on the *BuildToExpress Guide and Activity Pack DVD* and the *LEGO Education Professional Development Training Course Manual for BuildToExpress*. The materials provided in this pack are intended to support teachers after completing BuildToExpress training using the *BuildToExpress Guide and Activity Pack DVD* or through in-class professional development. Some key features and concepts from the training materials have been included in this activity pack. It is strongly recommended that teachers become familiar with the BuildToExpress methodology and process before beginning the activities outlined in these materials.

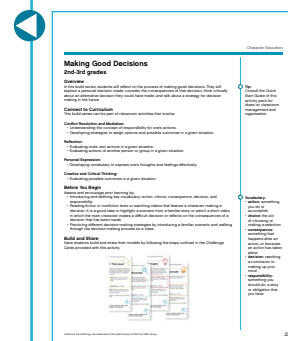
This activity pack provides teachers with activity plans, customizable templates for planning and documentation, and an extensive list of drop-in ideas to be incorporated into existing elementary curriculum at the second- through fifth-grade levels. Approximately 40 hours of detailed in-class materials have been provided, including 20 hours for 2nd-3rd grades and 20 hours for 4th-5th grades. Curriculum connections have been made in four key subject areas including language arts, social studies, science, and mathematics. Activities have also been developed to help students develop general communication skills and focus on Character Education goals.

Additional resources have been provided as reproducible templates and extension ideas to practically and effectively build upon this experience and integrate BuildToExpress into daily teaching practice.

The activity pack includes the following.

Quick Start Guide

This section provides teachers with essential information about the BuildToExpress process and how to further integrate it as an enriching part of the classroom routine. Information on organizing and managing the classroom has also been provided, and important terminology used throughout the material has been highlighted.



Curriculum Grids

Two Curriculum Grids have been provided to help teachers identify connections to the curriculum with which BuildToExpress activities can be integrated.

Each BuildToExpress activity has been designed with specific curriculum concepts in mind for two distinct levels: 2nd-3rd grades and 4th-5th grades, but teachers should feel free to select and adapt any of the activities to suit the needs of their own classes and programs.

Curriculum standards have been drawn from US Common Core State Standards as well as other sources as noted in the Curriculum Grid.

Classroom Activities

Teachers are provided with 20 classroom Activity Plans connected to expectations in language arts, social studies, science, mathematics, and character education. Ten activities have been provided for each age range (2nd-3rd and 4th-5th grades). Each activity is structured around a series of Building Challenges on Challenge Cards. The Challenge Cards take approximately 1.5-2 hours to complete as a series. Completion time might vary depending on the experience of students and the amount of instruction or discussion that takes place throughout the process.

Each Activity Plan includes:

- A detailed lesson Overview with a summary of the concepts that will be explored using the Challenge Cards.
- Connections to core curriculum standards.
- Suggestions to integrate the BuildToExpress process with ongoing learning in the classroom and to prepare students before the building process takes place.
- BuildToExpress Challenge Cards for students to follow.
- Cross-curricular Extensions to continue and extend learning after the building process has been completed.

Activities can be completed in one long instructional block or divided among two or more lessons throughout a week or unit.

Example Builds have been provided in the Quick Start Guide section of this activity pack. The Example Builds show one complete set of Building Challenges for each age range.

Self-Guided BuildToExpress Activity

A self-guided walk through of a BuildToExpress activity has been provided to help teachers review the BuildToExpress process and experience the procedure that students follow in the activities in this pack. This activity can also be used to introduce parents, adult community members, colleagues, or administrative staff to BuildToExpress.

Examples

Example models, stories, and sample facilitating questions have been provided for each age range to illustrate possible types of models and stories students may create.

Note: It is important for teachers to tailor the facilitating questions they ask to each student's model and story as it is explained.

Examples of completed Recap and Reflect templates have also been included to demonstrate how these reproducible templates can be used to help students document their ideas for future reference and reflection.

Warm-Up Activities

Fourteen stand-alone Building Challenges have been provided as inspiration for two distinct age ranges (2nd-3rd and 4th-5th grades). Teachers can use these ideas to help students get into the BuildToExpress frame of mind and develop a level of comfort with sharing in a risk-free situation as they are being introduced to this activity pack.

These activities are not directly connected to curriculum objectives and can be completed or adapted for situations where class time is limited, when a change of pace or focus is needed in instructional time, or to periodically remind students about the rules of BuildToExpress.



Building Challenge List

An extensive list of additional curriculum-focused Building Challenges have been provided in the Support Material section of this activity pack. They have been categorized by subject and subject strand, with notations to indicate appropriate age range for easy search and reference by teachers who would like to incorporate BuildToExpress across the curriculum.

Recap and Reflect Worksheets

Five different Recap and Reflect Worksheets have been provided to help students document their models and ideas throughout the building process. Teachers can reproduce and use these general worksheets directly, project and use them as inspiration for class discussion, or have students use them as a starting point for writing projects or presentations. A Modify the Build Recap and Reflect Worksheet has also been included for students to document idea development when one model has been built, shared, modified to add or revise ideas, and then shared again.

Teachers are encouraged to select and adapt the materials to best fit the needs of their students and classrooms.

Activity Planning Templates

Reproducible templates have been provided to help teachers organize and plan the incorporation of BuildToExpress into their everyday classroom practice.

- A blank Activity Plan has been created to guide teachers through the creation of original activities tailored to the specific needs of a class. This includes establishing curriculum connections, preparing students, planning Building Challenges, outlining possible facilitating questions, and creating extension activities. Completed Activity Plans can be shared with other teachers in the school and community.
- A blank BuildToExpress Weekly Planning Calendar has been provided to schedule lessons that incorporate BuildToExpress into larger units of study within the classroom and to help teachers in the same school or grade grouping coordinate and track the use of BuildToExpress materials. The Weekly Planning Calendar can also be used to communicate to parents and administrators how the resources are being used in the classroom.

Self-Evaluation Rubrics

Two rubrics have been provided to help students reflect on personal communication skills and progress. Each rubric targets a specific age range for independent use and completion. It is recommended that teachers have students complete these rubrics periodically throughout the school year to encourage students to track their own confidence, vocabulary, sharing, listening, and expressive progress.

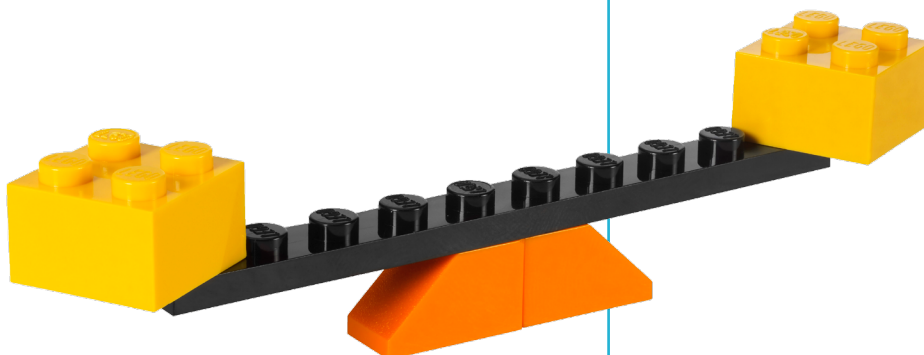
Letter to Parents

A customizable letter has been provided to help teachers explain the BuildToExpress process and benefits to parents and community members. This letter can be filled in with the school's and teacher's information and reproduced for distribution.

BuildToExpress Rules for Participants

A short list of rules and reminders about the BuildToExpress process has been provided that can be reproduced and distributed to students or posted in the classroom for reference during BuildToExpress activities.

Tip:
Examples of completed Recap and Reflect Worksheets have been provided in the Examples section of this activity pack.



Quick Start Guide for LEGO® Education

BuildToExpress Extension Activities

The following information provides a refresher on the BuildToExpress process. For more extensive Quick Start information, consult the *BuildToExpress Guide and Activity Pack* or the teacher's guide you received during your professional development session.

The BuildToExpress Process

The BuildToExpress process involves four phases:

1. **Challenge:** The students are challenged to express an idea through the use of LEGO® elements.
2. **Building:** Each student builds a model using the LEGO elements provided in the BuildToExpress Set to express his or her ideas about the Challenge.
3. **Sharing:** Each student shares his or her model and ideas with group members.
4. **Recap:** The students review and reflect on what they have expressed.

As with all BuildToExpress activities, each student is asked to build a model that expresses his or her response to a Building Challenge. When the models have been built, students are asked to share their ideas, one student at a time, by talking about their builds within their groups.

For the activities outlined in this activity pack, it is recommended that students work independently when building their models, and in groups of four to six when sharing their models. Having students work in groups promotes collaboration by requiring students to actively listen to each other when sharing their models, and by encouraging students to integrate group members' ideas into their own understanding.

The exact time taken for the whole process depends on the sophistication of the topic, the age of the students, and the amount of experience that the students have using BuildToExpress. The activities in this pack have been created so that each activity takes approximately 1.5-2 hours to complete, including:

- Preparation and teaching time before the BuildToExpress process begins.
- Approximately 15 minutes to complete each of the four Challenge Cards.
 - Approximately 3-5 minutes to prepare and introduce each Building Challenge
 - Approximately 3-4 minutes for students to build a model
 - Approximately 5-7 minutes of sharing and discussion time
- Additional time to document student models and ideas using the Recap and Reflect Worksheets.
- Recap and discussion time in larger groups or as a class to summarize learning and to reflect on the experience.

The activities in this pack provide teachers with information about how the Building Challenges can be integrated into ongoing classroom instruction. All four Challenge Cards can be addressed sequentially in the context of one long instructional period or broken into several lessons throughout a week or unit of study. When working with younger elementary students, it is recommended that no more than two Challenge Cards be completed in sequence at one time. This helps to ensure that young students remain actively engaged in the process.

Note: Cross-curricular Extensions have been included with each activity to provide teachers with ideas to extend learning and further develop the ideas and concepts discussed throughout the BuildToExpress process.



Tip:

If the Challenge Cards are being used over several instructional blocks, make sure to remind students of the Building Challenges they have already completed in previous sessions. Reviewing completed Recap and Reflect Worksheets can be very helpful when doing this.

Rules for Building Challenges

The following rules have been created to establish a framework for the successful completion of the Building Challenges outlined in the Challenge Cards for each activity.

1. Everyone in the group takes a turn at reading the Challenge Cards aloud. Alternatively, the teacher may decide to read the next Challenge Card to the whole class.
2. It is important to complete all four cards in the set. Each card should be read aloud. When the group has finished working on a particular card, it is set aside.
3. Whoever reads the card aloud is also responsible for making sure that:
 - a. Everything on the card is read aloud.
 - b. All the instructions on the card are carried out.
 - c. Time limits are used during the building phase. Each build should take 3-5 minutes.
 - d. Everyone is allowed to explain the model they have built.
 - e. Everyone in the group listens to what is being said.
 - f. The card is put aside after all the instructions have been completed.
4. Each person in the group “builds their thoughts” every time a Building Challenge is read.
5. When building time is up, everyone puts the bricks that are not part of their model into their BuildToExpress Set and closes the lid. Then, everyone is ready to share his or her model.
6. Everyone explains the reasoning behind the model that he or she has built.
7. The only person who can comment on a model or the explanation behind it is the person who built it.
8. It is possible to learn more about a student’s model by asking open, nonjudgmental questions.
Note: With time and practice, older or more-experienced students may be capable of asking these kinds of questions independently. In general, it is recommended to have students focus on saying “Thank you for sharing,” and have the teacher ask for additional details using facilitating questions.
9. It is important to track and inventory the LEGO® elements in each set to refrain from loaning or exchanging bricks with one another.
10. Keep the models on the building plate until the teacher says it is time to put them away.



Tip:

After students are familiar with the Rules for Building Challenges, it is a good idea to review them periodically or post them in the classroom. A student-friendly, reproducible list of rules for the building and sharing phases of the BuildToExpress process can be found in the Support Material section of this activity pack.



Terminology

The following is a list of key terms that appear throughout the activity pack and other important documents.

- **BuildToExpress Session:** a continuous period during which students are engaged in building, sharing, and listening; each Activity Plan in this pack outlines a complete session, including the BuildToExpress Challenge Cards
- **BuildToExpress Sets:** the specially selected LEGO® elements that students are given for the purpose of building their LEGO models
- **Building Challenge:** a statement giving clear and concise directions for the subject matter of a model
- **Challenge Cards:** cards that each contain a specific Building Challenge and instructions for sharing with a group; these cards come in sets of four, relating to the same topic
- **Free Build:** a period of time during which students are allowed to use the LEGO elements found in the BuildToExpress Sets to build anything they choose; this time is valuable because it allows students to familiarize themselves with the different LEGO elements included in their sets
- **LEGO Elements:** the individual LEGO bricks, minifigures, building plates, and other components that make up the BuildToExpress Sets
- **Open-Ended Questions:** questions that require the students to elaborate on their models; there is no right or wrong answer to an open-ended question
- **Warm-Up Activities:** a series of single build statements designed to follow the BuildToExpress process from start to finish; these activities are not connected to any specific curriculum and are meant to be used to get students more familiar with the BuildToExpress process

Implementing this Activity Pack

It is likely that upon implementation of this activity pack your students are already familiar with the BuildToExpress process and are ready to use it frequently as a communication tool in the classroom. When students are familiar with the rules and routine of the process, they should be ready to work through one of the curriculum-based activities found in this activity pack.

The following steps are helpful for making BuildToExpress part of your daily classroom practice.

1. Before beginning the BuildToExpress process with students, select an Activity Plan that meets class and curricular needs from the Activity Plans provided. The Activity Plan and Challenge Cards selected should fit naturally into the ongoing instruction that is taking place in the classroom.

Consult the Before You Begin section of each Activity Plan for suggestions on the types of activities and collective experiences students should have as a foundation before being asked to think critically and discuss their thoughts on a particular curriculum concept.

2. When an Activity Plan has been selected, introduce the students to the Challenge Cards provided. Explain each section of the card to the students and remind them of the procedure and rules they learned while completing the Warm-Up activities for this activity pack. It is a good idea to review the process, timing, and Rules for Building Challenges regularly.
3. Once you have completed the Warm-Up activities, guide students through the first curriculum-focused activity as outlined in the Activity Plan. Make sure to provide them with prompts when it is time to move on to a new section and remind them of the process and rules.

It is important to emphasize that:

- The Challenge Cards tell students what they need to do.
- The rules of the BuildToExpress process should be followed and respected in order to produce the best classroom results.



Tip:

For additional tips to run a successful BuildToExpress session, refer to the Facilitating the BuildToExpress Process section of the Quick Start Guide in this activity pack.

- There is no right or wrong answer – it is all about creating a deeper dialogue, sharing ideas, and expressing thoughts.
 - The LEGO® elements that a student selects represent exactly what that student says they do. Each person determines and describes the meaning of his or her own model.
4. After each BuildToExpress session, it is a good idea to take some time to discuss the experience as a class. Talk about what worked well, what could be improved the next time, what students enjoyed, how they feel they benefited from the experience, and how they feel it helped them express themselves. The Self-Evaluation Rubrics provided in this activity pack can be used to facilitate this step.
 5. Begin with one or two BuildToExpress sessions per unit of study at the beginning of the school year or term and gradually integrate them into regular classroom activities, leading into weekly or daily use, as fits your classroom schedule. The more students experience the process, the greater the improvement in their communication and critical-thinking skills.
 6. In this activity pack, detailed Activity Plans have been provided for several different subject areas, along with an extensive list of additional Building Challenges linked to specific curriculum standards. Use these resources with the Customizable Activity Plan, Challenge Cards, and Weekly Planning Calendar to incorporate BuildToExpress into your daily classroom practice. Share your ideas with colleagues.

Using the BuildToExpress Activity Plans

Each Activity Plan in this activity pack takes the teacher through the following material using BuildToExpress.

Overview

The Overview is a brief description of the activity outlined in the Activity Plan, highlighting the concepts and types of Building Challenges that will be explored by students throughout the session.

Connect to Curriculum

This section highlights key curriculum standards with which the BuildToExpress process can be integrated.

Before You Begin

Here teachers are provided with suggestions on the types of activities and collective experiences students should have as a foundation before being asked to think critically and discuss their thoughts on a particular curriculum concept. This may include suggestions for: important vocabulary that should be defined or reviewed, brainstorming ideas, class reading or audiovisual material, discussion topics, or research topics.

Vocabulary

Located in the right-hand margin, this list defines grade-level-appropriate words related to the main theme of the activity.

Build and Share

This section directs teachers to the Challenge Cards for the Building and Sharing phases of the session.

Reflect on the Experience

This section encourages teachers to make use of the Recap and Reflect Worksheets available in the Support Material section of this activity pack. The worksheets are an excellent tool for students to document the building process so that they may remember and reflect on their models at a later time.

Note: The Recap and Reflect Worksheets are especially useful if a series of Challenge Cards is being completed over multiple sessions.



Tip:

Additional tips and tricks to facilitating the BuildToExpress process can be found in the Organization and Management section of the Quick Start Guide of this activity pack.



Tip:

For a full list of the curriculum connections for all of the activities found in this Activity Pack, please see the Curriculum Grid.

Extensions

This section includes suggestions for cross-curricular activities that can be used to follow up and expand upon student ideas and experiences after a BuildToExpress session has been completed.

Facilitating Questions

This space has been provided for teachers to document possible facilitating questions before beginning the session or to document effective or interesting questions after a session that worked well in encouraging students' thinking.

Notes

The Notes section is a space for teachers to write any additional notes or reminders they might want to reference when facilitating an activity.

Challenge Cards

The Challenge Cards included with each activity outline the Building Challenges and steps the students will complete during the session.

Using the BuildToExpress Challenge Cards

All of the BuildToExpress challenges outlined on the Challenge Cards in this activity pack can be completed with the standard BuildToExpress Set.

The Challenge Cards are an important element in the BuildToExpress process. They have been developed and tested in collaboration with experienced BuildToExpress teachers. The cards define the topic and ensure that all students begin the process from the same starting point. The Challenge Cards also function as a step-by-step guide for students and help the process to flow smoothly and naturally.

Each set of Challenge Cards follows the same four steps.

- **Think About:** Establish the students' current understanding of the topic.
- **Remember:** Ask students to think back and recall a time when the topic impacted their lives.
- **Imagine:** Ask students to use creativity and imagination when thinking about the topic.
- **Conclude:** Ask students to summarize and draw conclusions.



Tip:

For more information about creating high-quality facilitating questions, see the Facilitating Questions section in the Quick Start Guide of this activity pack.



Tip:

For additional information on using the Challenge Cards, see the Using BuildToExpress Challenge Cards section in the Quick Start Guide of this activity pack.



Tip:

Challenge Cards can be created using the Challenge Card Template provided in this activity pack or by using the Challenge Card Creator found on the *BuildToExpress Guide and Activity Pack* DVD or the LEGO Education Academy Web site for those who attended a professional development session.

Tip:

Consider making extra copies of the Challenge Cards that can be cut out, laminated, and attached to a key ring. This makes the cards more durable and keeps them from getting lost, so they can be used again and again.

Using the Recap and Reflect Worksheets

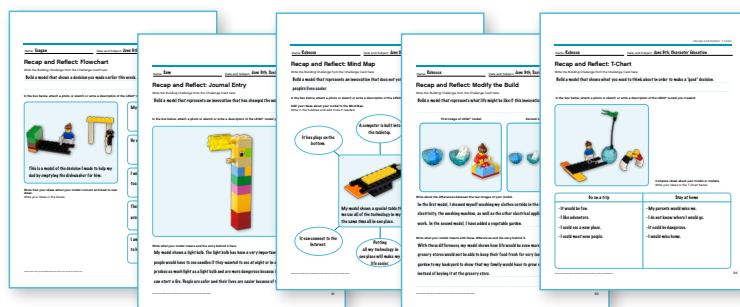
After each BuildToExpress session, it is a good idea for teachers to document the build created and to encourage further student reflection by using one of the Recap and Reflect Worksheets included in this activity pack. The Recap and Reflect Worksheets are designed to document the building process so that students can reflect on it later. Students can use one of the five different reproducible worksheets provided in the activity pack to document their models. Each worksheet can be used by students to document their ideas in a style that they find to be most relatable.

Encourage students to select and use one of the five different Recap and Reflect Worksheets.

- Use the T-Chart to encourage students to document their experience by comparing and contrasting their ideas.
- Use the Mind Map to encourage students to document more expansive, nonlinear ideas.
- Use the Journal Entry to encourage students to document their ideas and structure their thoughts through a clear story.
- Use the Flowchart to encourage students to document their ideas and how they flow into and connect to each other.
- Use the Modify the Build Chart to encourage students to document the process through which they created their model and how they went back to make additional changes after the sharing phase.

Teachers can choose to assign a particular worksheet to help students develop different ways of organizing their ideas. It is a good idea to use the Recap and Reflect Worksheets if the class is completing an Activity or Challenge Card set over more than one BuildToExpress session.

Note: For a better understanding of the kind of ideas students should be documenting, see the Example Recap and Reflect Worksheet available in this activity pack.



Facilitating the BuildToExpress Process

Facilitating is an important part of the BuildToExpress experience. Teachers are responsible for setting an open and thoughtful tone in the classroom that allows students to express themselves freely. Please review the material from your *BuildToExpress Professional Development Course* or the *BuildToExpress Teacher's Guide and Activity Pack DVD*. This material does not provide a complete training on the BuildToExpress process.

A good facilitator should:

1. Set the scene for the students by making sure they have a working knowledge of the topic. There are suggestions for this in the Before You Begin section of each Activity Plan.
2. Make sure that the BuildToExpress process and rules are being followed at all times.
3. Ask and model open-ended, nonjudgmental questions.
4. Refrain from praising or criticizing individual students. It is a good idea to simply say "Thank you for sharing" as a general statement after each student has expressed his or her ideas. When the session has been completed, praise should be offered to the class as a whole for the quality of their ideas and expression.

Preparing for a Session:

- Post the rules and/or process overview for using LEGO® Education BuildToExpress, which are provided in this activity pack and on the *BuildToExpress Teacher's Guide and Activity Pack DVD*, along with any additional rules specific to your class.

- Choose a relevant activity from the activity pack to match your teaching program or create an original activity plan using the Customizable Activity Plan and Challenge Cards included in this activity pack.
- Students will work independently during the Building phases but can be divided into small groups of four to six to complete the Sharing phases of the session.
- Print the relevant set of Challenge Cards for each group of students so that they have the cards in front of them during the session. You could also project these on a whiteboard or other device.
- Set expectations to match each student's age and level of development. The activities found in this pack are designed with specific grade levels in mind. All the activities have been created with grade-level-appropriate vocabulary and curriculum connections.

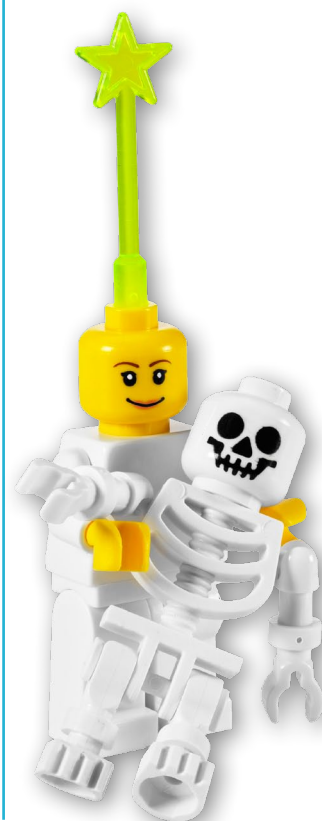
When Building Models:

- Read one Challenge Card at a time to the students, or have older students read the cards in groups. Ensure that they carry out the Building Challenges together at the same pace and within the suggested time frame.
- Assign one student in each group to the role of “timer” to track the time spent on each build and let their group members know when time is almost up. With younger students, teachers may wish to assume this role. It is a good idea to give the class a verbal warning when building or sharing time is almost up.
- Consider playing music while students are building their models. This creates a more-relaxed atmosphere and provides an audio cue for students to conclude their building.
- Limits can be set for the number of elements used for each build. This is done to prevent students from being distracted by building elaborate models instead of thinking critically about the elements they have selected for their models.
- Consider having groups of students complete different challenges from one another. For example, one group of students could create a model to represent the setting of a story, while another could create a model representing the main character.
- It is a good idea to repeat the Building Challenge aloud once before students begin to build, once during the building time, and again before students share their models. This helps students maintain their focus on the challenge at hand.

When Sharing Models:

- It is a good idea to use a “talking stick” or other device to visually identify who is sharing their model. This helps ensure that the sharing/discussion process goes as smoothly as possible.
- Have the students put away all of the loose LEGO® elements and put the lid on their BuildToExpress Set before they begin to share their models.
- It is a good idea to set time limits for the students to share their models. Sharing a model usually takes 30 to 60 seconds.
- Have students place their building plates on the lid of their closed BuildToExpress container and push the containers away from them before they begin to share their models. Only the student currently sharing should be able to reach his or her model.
- Always ask open-ended questions when students are sharing their models. Always use inclusive, nonjudgmental language when students are presenting. There is no right or wrong answer.
- After each student has shared his or her model, the teacher should always say “Thank you for sharing.” It is important to refrain from praising or criticizing individual students. Praise the whole class by commenting on the quality of the stories and explanations of the models.
- It is a good idea to have students explain what they remember or liked about another student's model. They can then follow up with the individual who built the model for more details.

Note: Examples of models, stories, and effective facilitating questions have been provided with the Example Builds in the Quick Start Guide of this activity pack.



When Concluding the BuildToExpress Session:

- Document your students' models through pictures or videos. Consider posting pictures of the completed models in the classroom or on a class Web site.
- Use the reproducible Recap and Reflect Worksheets to document builds, experiences, and ideas for later reference or to illustrate student expression and thinking to parents or community members.
- Distribute the Self-Evaluation Rubric and encourage students to reflect on how effectively they used their time and how their BuildToExpress session made them feel. This does not need to be done after every BuildToExpress session but should be done periodically over the course of the school year.

Developing Facilitating Questions

Facilitating questions are used to stimulate a student's critical thinking about the models they have built. They should be used during the sharing phase of the BuildToExpress process.

If a student's explanation of his or her own model is unclear or very brief, you can aid the process by asking open-ended questions. It is important to be nonjudgmental when discussing a student's model. Remember that the students are to build a model that *represents* an object or concept, not a model of an object or concept.

An open-ended question does not prompt a single correct answer. Open-ended questions are formulated to help students share as much as possible about what is on their minds. They prompt participants to express their own thoughts rather than giving a standard "right" answer. These questions are also formulated to stimulate elaboration and not just a "yes" or "no" answer. It is important that the person asking the questions does not impose his or her own views or make assumptions about the student's model.

Note: Pay attention to the words that students use to describe their models. If a different term is used when asking a student to describe their model, it could change the meaning of their model. Try and use the same vocabulary that a student used when discussing a model.

Ask open-ended questions like the following to encourage students to share as much as possible:

- What does your model mean?
- What is most important about your model?
- How does the element/color/placement help explain your idea?
- What would someone else emphasize/notice about your model?
- What would you like someone to ask about your model?

Instead of This....	Try This...
"Is the main character a good person?"	"How do you see the main character?"
"Would you want to visit this place?"	"Why might someone want to visit this place?"
"Does that part of your model represent the main character?"	"Could you tell me about the different parts of your model?"
"What is this person like?"	"Tell me more about this person."

The LEGO® BuildToExpress process offers a fun and innovative way to enable students to improve their communication skills. An important part of this process involves encouraging students to use appropriate vocabulary for their age and developmental level.

Make sure to use grade-level-appropriate vocabulary. For example, while one might ask a 2nd- or 3rd-grade student to *tell* you why a part of their model is *important*, one would ask a 4th- or 5th-grade student to *explain the importance* of a part of their model. It is important to challenge the students' vocabulary and communication skills without discouraging them.

Organizing the Classroom

Organization Tips:

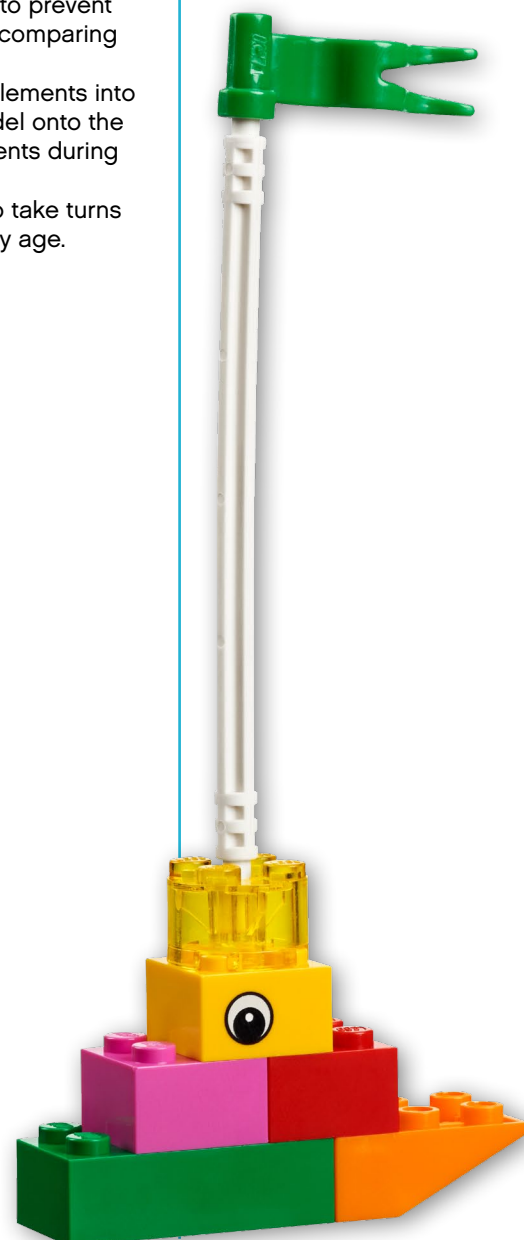
- Number the BuildToExpress Sets before distributing them to the students and assign the same set to students each time they participate in a BuildToExpress session.
- Consider making a "LEGO® sweep" where students search the floor for loose or missing LEGO elements as part of your BuildToExpress routine. Gather spare elements after each session and periodically sort them back into the BuildToExpress Sets. It is a good idea to keep a box or cup by the door for students to deposit loose elements as they are found. These can later be sorted back into the BuildToExpress Sets using the Element Survey. Encourage students to only use LEGO elements from their own BuildToExpress Sets. This helps to ensure that each set contains all of the elements for the next BuildToExpress session.

Classroom Management:

- Encourage students to use a "LEGO Office." This can be a folder used as a cubicle to prevent distractions and to encourage them to focus on their own ideas and builds without comparing their models to other students' work.
- When students are sharing their models, instruct them to first clear all the unused elements into the BuildToExpress Set, close the set, and place the plate with their completed model onto the lid. This helps to ensure that students are not distracted by the unused LEGO elements during the Sharing phase.
- Periodically change the order in which the students share their models. Ask them to take turns by going clockwise around the group, when arranged alphabetically, by height, or by age.

Tip:
For theme-specific vocabulary, refer to the Vocabulary section found in the right-hand margin of each Activity Plan.

Tip:
For more classroom management and organization tips, see the *Teacher's Own Tips* video in the Support Material section of the *BuildToExpress Teacher's Guide and Activity Pack DVD*.



Curriculum Grid for 2nd-3rd Grades

	2nd-3rd Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Making Good Decisions	Respect	Exploring Points of View in a Story	Supporting a Point of View	Writing a Personal Letter	Tracking Time	Needs of Living Things	Solids and Liquids	Traditions and Celebrations	Urban, Suburban, and Rural Communities
English Language Arts (Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)										
Reading for Literature										
Recount stories by determining the central message, moral, or lesson of a text with supporting details. (RL.2-3.2)				•						
Refer to parts of stories when speaking about a text using appropriate vocabulary. (RL.3.5)				•						
Distinguish one's own point of view from that of the narrator or those of the characters. (RL.3.6)				•						
Describe characters in a story and how their actions contribute to the sequence of events. (RL.3.3)			•							
Reading for Informational Text										
Determine the main idea of a text, recount the key details, and explain how they support the main idea. (RI.3.2)			•							
Reading: Foundation Skills										
Read on-level text with purpose and understanding. (RF.2-3.4a)			•	•						
Writing										
Compose an opinion on topics or texts, supporting a point of view with reasons and/or information. (W.2-3.1)			•							
Compose narratives to develop real or imagined experiences or events using descriptive details. (W.3.3)			•							
Recall information from experience or gather information from print and digital sources. (W.3.8)			•							
Speaking and Listening										
Engage effectively in a range of collaborative discussions. (SL.3.1)	•	•	•	•	•	•	•	•	•	•
Follow agreed-upon rules for discussions. (SL.3.1b)	•	•	•	•	•	•	•	•	•	•
Ask questions to check understanding of information presented. (SL.3.1c)	•	•	•	•	•	•	•	•	•	•

Curriculum Grid for 2nd-3rd Grades

	2nd-3rd Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Making Good Decisions	Respect	Exploring Points of View in a Story	Supporting a Point of View	Writing a Personal Letter	Tracking Time	Needs of Living Things	Solids and Liquids	Traditions and Celebrations	Urban, Suburban, and Rural Communities
Explain one's own ideas and understanding. (SL.3.1d)	•	•	•	•	•	•	•	•	•	•
Ask and answer questions about information from a speaker. (SL.3.3)	•	•	•	•	•	•	•	•	•	•
Add drawings or other visual displays to stories or recounts or experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)	•	•	•	•	•	•	•	•	•	•
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)	•	•	•	•	•	•	•	•	•	•
Language										
Acquire and accurately use grade-appropriate, domain-specific words and phrases. (L.3.6)				•						
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3.5)					•					
Use knowledge of language and its conventions when writing, speaking, reading, and listening. (L.2-3.3)					•					
Mathematics (Common Core Standards for Mathematics)										
Measurement and Data										
Tell and record time. (MD.2.7/MD.3.1)						•				
Solve problems involving measurement and estimation of intervals of time. (3.MD.1)						•				
Science (A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas)										
Physical Sciences										
Understand that matter exists as different substances that can be either solid or liquid depending on temperature. (2.PS1.A)								•		
Describe the observable properties of solids and liquids. (2.PS1.A)								•		
Identify the purpose or use of different substances and make connections to their properties. (2.PS1.A)								•		
Life Sciences										
Understand that all organisms have basic needs and define some of those needs. (2.LS1.C)							•			

Curriculum Grid for 2nd-3rd Grades

	2nd-3rd Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Making Good Decisions	Respect	Exploring Points of View in a Story	Supporting a Point of View	Writing a Personal Letter	Tracking Time	Needs of Living Things	Solids and Liquids	Traditions and Celebrations	Urban, Suburban, and Rural Communities
Describe the different parts of an organism and understand that those parts have a purpose to help the organism survive and flourish. (2.LS1.A)							•			
Develop an understanding of organisms and their environments. (2.LS2.A-D)							•			
Social Studies (Compiled from State Standards in Texas, Florida, Georgia, and New York)										
History										
Identify and describe local historical traditions and celebrations and compare them with current traditions and celebrations that take place in the community or other communities.									•	
Geography										
Identify features of and differences between urban, suburban, and rural communities, including population size, transportation systems, industry, and wildlife.										•
Develop an understanding of one's own community and its population, transportation systems, industry, and wildlife.										•
Culture										
Develop an understanding of how the population of an area and its culture change over time and identify some factors that affect these changes.									•	
Develop an understanding about how the different people that live in a population contribute to shaping the community's beliefs, traditions, and celebrations.									•	
Character Education*										
Conflict Resolution and Mediation										
Understand the concept of responsibility for one's actions.	•									
Understand the concept of respect.		•								
Develop strategies for conflict resolution and mediation.		•								
Develop strategies to weigh options and possible outcomes in a given situation.	•									

*As Character Education is not yet part of a standardized curriculum, these curriculum strands have been developed by LEGO® Education using several leading educational resources, texts, programs and theories. These include: The 7 Habits of Highly Effective People by Stephen Covey, recommendations from the Collaborative for Academic, Social, and Emotional Learning, and the Tribes Learning Community approach.

Curriculum Grid for 2nd-3rd Grades

	2nd-3rd Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Making Good Decisions	Respect	Exploring Points of View in a Story	Supporting a Point of View	Writing a Personal Letter	Tracking Time	Needs of Living Things	Solids and Liquids	Traditions and Celebrations	Urban, Suburban, and Rural Communities
Reflection										
Evaluate one's own actions in a given situation.	•	•								
Evaluate the actions of another person or group in a given situation.	•	•								
Personal Expression										
Develop vocabulary to express one's thoughts and feelings effectively.	•	•								
Creative and Critical Thinking										
Evaluate possible outcomes in a given situation.	•	•								
Goal Setting										
Identify role models for positive behavior.		•								

Curriculum Grid for 4th-5th Grades

	4th-5th Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Goal Setting	Inclusiveness	Identify Theme in a Text	Using Figurative Language	Writing a Poem	How Shapes and Forms Are Used	Ecosystems	Extreme Destinations	Amazing Innovations	Migration and Immigration
English Language Arts (Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)										
Reading for Literature										
Determine the theme of a story, drama, or poem from details in the text. (RL.4-5.2)			•		•					
Refer to parts of stories when speaking about a text, using appropriate vocabulary. (RL.3-4.5)			•							
Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)			•							
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)				•						
Compare and contrast stories in the same genre on their approaches to similar themes and topics. (RL.5.9)				•						
Reading: Foundation Skills										
Read on-level text with purpose and understanding. (RF.4-5.4a)			•		•					
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.4-5.4b)					•					
Writing										
Compose an opinion on topics or texts, supporting a point of view with reasons and/or information. (W.4-5.1)			•		•					
Recall information from experience or gather information from print and digital sources. (W.4-5.8)			•	•	•					
Speaking and Listening										
Engage effectively in a range of collaborative discussions. (SL.4-5.1)	•	•	•	•	•	•	•	•	•	•
Follow agreed-upon rules for discussions. (SL.4-5.1b)	•	•	•	•	•	•	•	•	•	•
Ask questions to check understanding of information presented. (SL.3-4.1c)	•	•	•	•	•	•	•	•	•	•

Curriculum Grid for 4th-5th Grades

	4th-5th Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Goal Setting	Inclusiveness	Identify Theme in a Text	Using Figurative Language	Writing a Poem	How Shapes and Forms Are Used	Ecosystems	Extreme Destinations	Amazing Innovations	Migration and Immigration
Explain one's own ideas and understanding. (SL.4.1a)	•	•	•	•	•	•	•	•	•	•
Ask and answer questions about information from a speaker. (SL.4.3)	•	•	•	•	•	•	•	•	•	•
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)	•	•	•	•	•	•	•	•	•	•
Language										
Acquire and accurately use grade-appropriate, domain-specific words and phrases. (L.4-5.6)				•	•					
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.4-5.5)			•	•	•					
Use knowledge of language and its conventions when writing, speaking, reading, and listening. (L.4-5.3)					•					
Mathematics (Common Core Standards for Mathematics)										
Geometry										
Classify two- or three-dimensional figures into categories based on their properties. (4-5.G.1-3)						•				
Represent two- or three-dimensional shapes in the context of solving real-world problems. (5.G.2)						•				
Science (A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas)										
Life Sciences										
Identify ways that changes in an organism's environment affect an organism's behavior and ability to survive. (5.LS2.A)							•	•		
Understand that populations of organisms living together and the physical factors with which they interact compose an ecosystem. (5.LS2.D)							•			
Understand that humans obtain living and nonliving resources from their environments. (5.LS4.D)							•	•		
Develop an understanding of populations and ecosystems. (5.LS2.D)							•			
Understand that populations or organisms can be categorized by the function they serve in an ecosystem. (5.LS2.A)							•			

Curriculum Grid for 4th-5th Grades

	4th-5th Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Goal Setting	Inclusiveness	Identify Theme in a Text	Using Figurative Language	Writing a Poem	How Shapes and Forms Are Used	Ecosystems	Extreme Destinations	Amazing Innovations	Migration and Immigration
Earth and Space Sciences										
Develop an understanding of Earth's major systems and how they support a variety of ecosystems and organisms. (5.ESS2.A)								•		
Identify some of Earth's major natural resources on which humans depend for survival. (5.ESS3.A)								•		
Describe atmospheric and weather conditions. (5.ESS2.D)								•		
Investigate locations and conditions where earthquakes and volcanoes occur. (5.ESS2.B)								•		
Social Studies (Compiled from State Standards in Texas, Florida, Georgia, and New York)										
History										
Research and examine technological innovations from a particular era or period of time.									•	
Identify ways in which people lived and thought before and after common use of a particular technological innovation.									•	
Research a time when migration or immigration happened in a community.										•
Investigate a particular time or place where migration or immigration occurred.										•
Geography										
Investigate the movement of populations to different regions for both biological and sociological reasons.										•
Economics										
Identify reasons behind changes in population demographics, size, and distribution.										•
Identify ways in which new and varied populations contribute to the economy of a community.										•
Investigate changing patterns in industry and trade as a cause and result of migration and immigration.										•
Citizenship										
Investigate how people become citizens in a given region and what their civic responsibilities and rights are.										•
Culture										
Analyze the impact of technological innovations on the way people live and think.									•	

Curriculum Grid for 4th-5th Grades

	4th-5th Grades									
	Character Education		Language Arts			Math	Science		Social Studies	
	Goal Setting	Inclusiveness	Identify Theme in a Text	Using Figurative Language	Writing a Poem	How Shapes and Forms Are Used	Ecosystems	Extreme Destinations	Amazing Innovations	Migration and Immigration
Science and Technology in Society										
Identify technological innovations used in one's own community.									•	
Think critically about the future impact of technological innovations on how people live and think.									•	
Character Education*										
Conflict Resolution and Mediation										
Identify inclusive and exclusive behavior.		•								
Develop strategies to weigh options and possible outcomes in a given situation.		•								
Develop strategies to promote meaningful inclusion of others.		•								
Reflection										
Evaluate one's own actions in a given situation.		•								
Evaluate the actions of another person or group in a given situation.		•								
Personal Expression										
Develop vocabulary to express one's thoughts and feelings effectively.	•	•								
Creative and Critical Thinking										
Evaluate possible outcomes in a given situation.	•	•								
Goal Setting										
Set personal goals for achievement.	•									
Identify personal achievements.	•									
Develop strategies to organize and prioritize.	•									

*As Character Education is not yet part of a standardized curriculum, these curriculum strands have been developed by LEGO® Education using several leading educational resources, texts, programs and theories. These include: The 7 Habits of Highly Effective People by Stephen Covey, recommendations from the Collaborative for Academic, Social, and Emotional Learning, and the Tribes Learning Community approach.

Making Good Decisions

2nd-3rd grades

Overview

In this build series, students will reflect on the process of making good decisions. They will explore a personal decision made, consider the consequences of that decision, think critically about an alternative decision they could have made, and talk about a strategy for decision making in the future.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Conflict Resolution and Mediation:

- Understanding the concept of responsibility for one's actions.
- Developing strategies to weigh options and possible outcomes in a given situation.

Reflection:

- Evaluating one's own actions in a given situation.
- Evaluating actions of another person or group in a given situation.

Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

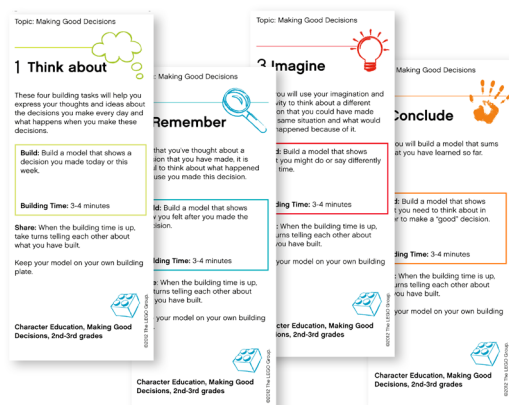
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *action*, *choice*, *consequence*, *decision*, and *responsibility*.
- Reading fiction or nonfiction texts or watching videos that feature a character making a decision. It is a good idea to highlight a scenario from a familiar story or watch a short video in which the main character makes a difficult decision or reflects on the consequences of a decision that has been made.
- Practicing different decision-making strategies by introducing a familiar scenario and walking through the decision-making process as a class.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **action:** something you do or accomplish
- **choice:** the act of choosing or making a selection
- **consequence:** something that happens after an action, or because an action has taken place
- **decision:** reaching a conclusion or making up your mind
- **responsibility:** something you should do; a duty or obligation that you have

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

Extensions

After completing the build series, encourage further learning by:

- Brainstorming “alternate endings” to the situation explored in the build challenges and discussion. (Character Education)
- Making a comic strip about the decision-making process and the final decision explored in the build challenges and discussion. (Language Arts, Visual Art)
- Role-playing different strategies for making the decision explored in the build challenges and discussion. (Dramatic Arts)
- Evaluating a particular decision made by a well-known community member or historical figure. (Social Studies)

Facilitating Questions:

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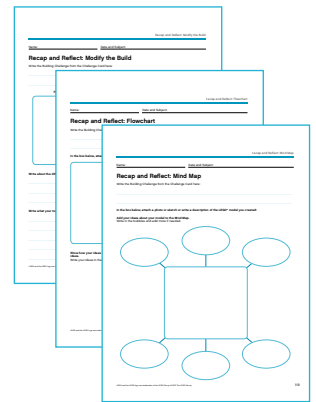
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Notes:

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Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Making Good Decisions

1 Think about



These four building tasks will help you express your thoughts and ideas about the decisions you make every day and what happens when you make these decisions.

Build: Build a model that shows a decision you made today or this week.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.

Character Education, Making Good Decisions, 2nd-3rd grades



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Topic: Making Good Decisions

2 Remember



Now that you've thought about a decision that you have made, it is useful to think about what happened because you made this decision.

Build: Build a model that shows how you felt after you made the decision.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.

Character Education, Making Good Decisions, 2nd-3rd grades



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Topic: Making Good Decisions

3 Imagine



Now you will use your imagination and creativity to think about a different decision that you could have made in the same situation and what would have happened because of it.

Build: Build a model that shows what you might do or say differently next time.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.

Character Education, Making Good Decisions, 2nd-3rd grades



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Topic: Making Good Decisions

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows what you need to think about in order to make a "good" decision.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.

Character Education, Making Good Decisions, 2nd-3rd grades



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Respect

2nd-3rd grades

Overview

In this build series, students will reflect on the notion of respect. They will define their own ideas of respect, make connections to a particular situation in which it was demonstrated, and think critically about how they can be a role model for respectful behavior for classmates now and in the future.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Conflict Resolution:

- Understanding the concept of respect.
- Developing strategies for conflict resolution and mediation.

Reflection:

- Evaluating one's own actions in a given situation.
- Evaluating the actions of another person or group in a given situation.

Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

Goal Setting:

- Identifying role models for positive behavior.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *esteem*, *honor*, *respect*, *self-respect*, and *value*.
- Reading fiction or nonfiction texts or watching videos featuring situations that portray respect or disrespect. It is a good idea to highlight a particular scenario from a familiar story or watch a short video in which characters demonstrate both positive and negative behavior.
- Brainstorming and discussing actions that show respect, such as listening attentively and making eye contact, using respectful language, or raising one's hand before contributing an answer in class.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **esteem:** to admire or have a good opinion
- **honor:** to have or to show great respect
- **respect:** to look up to someone or something
- **self-respect:** to have great self-confidence and to treat yourself fairly
- **value:** the worth or importance of something

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

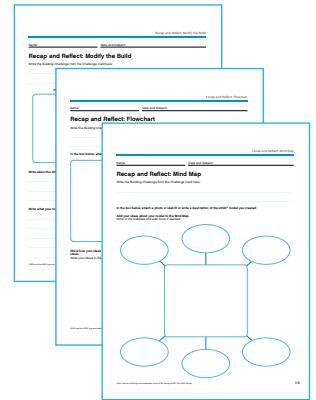
Extensions

After completing the build series, encourage further learning by:

- Writing a letter to someone you know, telling them about a situation in which you noticed their being respectful and why you appreciated it. (Language Arts)
- Writing a song about the most important thing you can do to show respect. (Language Arts, Music)
- Interviewing a local community member about how he or she thinks a person can show respect in the greater community each day. (Language Arts, Social Studies)
- Creating a poster or public service announcement illustrating how to be respectful in different community settings, such as at the park, in a crowded shopping area, or at a library. (Character Education, Language Arts, Social Studies)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Respect

1 Think about



These four building tasks will help you express your thoughts and ideas about respect and how it can be shown in daily life.

Build: Build a model that shows what it feels like when others respect you.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.




Character Education, Respect,
2nd-3rd grades

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Topic: Respect

2 Remember



Now that you've thought about respect, it is useful to think about a time when you have seen respect being demonstrated by another person.

Build: Build a model that shows a time when you saw one classmate treating another classmate with respect.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Respect,
2nd-3rd grades

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Topic: Respect

3 Imagine



Now you will use your imagination and creativity to think about how you can help people be respectful to one another.

Build: Build a model that shows you helping someone remember how to show respect.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Respect,
2nd-3rd grades

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Topic: Respect

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows how you would show respect to another classmate.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Respect,
2nd-3rd grades

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Exploring Points of View in a Story

2nd-3rd grades

Overview

In this build series, students will reflect on different points of view in a story told by a first-person narrator. They will discuss the point of view of the first-person narrator and share stories from their own experiences. They will also consider how they would fit into the story and talk about how another character would understand it.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Reading for Literature:

- Recounting stories by determining the central message, moral, or lesson of a text with supporting details.
- Referring to parts of stories when speaking about a text using appropriate vocabulary.
- Distinguishing one's own point of view from that of the narrator or those of the characters.

Reading: Foundation Skills

- Reading on-level text with purpose and understanding.

Language:

- Acquiring and accurately using grade-appropriate, domain-specific words and phrases.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *character*, *narrator*, *perspective*, and *point of view*.
- Focusing on a particular story, novel chapter, or fairy tale that uses "I" or first-person narration.
- Reading short stories and picture books featuring narration from different perspectives.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **character:** a person in a story, play, or novel
- **narrator:** a person who explains what happens in a story
- **perspective:** one person's side of the story
- **point of view:** a character's own idea of the story



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

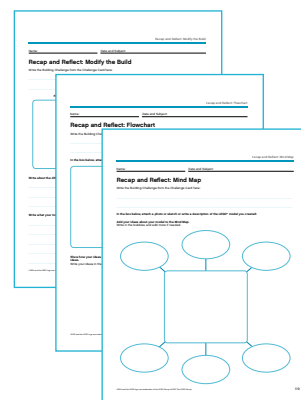
Extensions

After completing the build series, encourage further learning by:

- Rewriting the story from one of the points of view explored in the build challenges and discussion. (Language Arts)
- Rewriting a scene or dialogue and role-playing an alternate point of view. (Dramatic Arts)
- Creating a “four corners” place mat by folding a piece of paper into quarters and describing four different points of view about the story as first-person narration, using the voice of a different character. (Language Arts)

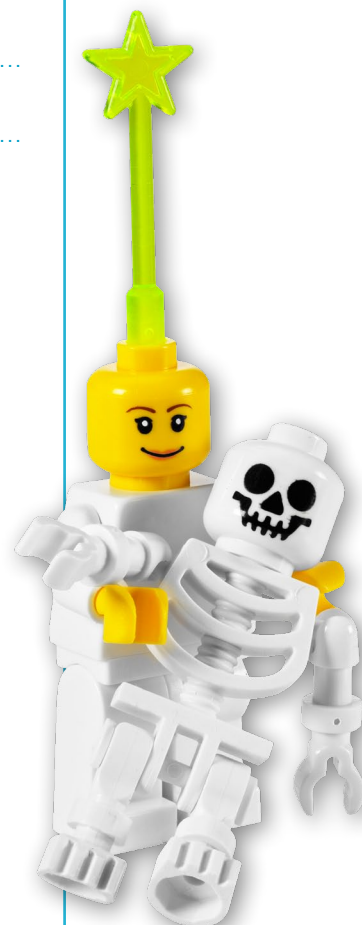
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Exploring Points of View
in a Story

1 Think about



These four building tasks will help you express your thoughts and ideas about different points of view in a story.

Build: Build a model that shows how you think the narrator feels about what happened in the story.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Exploring Points of View in a Story, 2nd-3rd grades

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Topic: Exploring Points of View
in a Story

2 Remember



Now that you've thought about different points of view, it is useful to think about a situation like this that you have experienced.

Build: Build a model that shows a story like this that you could tell from your own life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Exploring Points of View in a Story, 2nd-3rd grades

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Topic: Exploring Points of View
in a Story

3 Imagine



Now you will use your imagination and creativity to think about how you would think or feel about the situation in this story if you were a character in it.

Build: Build a model that shows how you would fit into the story that you read as a class.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Exploring Points of View in a Story, 2nd-3rd grades

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Topic: Exploring Points of View
in a Story

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows how another character would tell the story.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Exploring Points of View in a Story, 2nd-3rd grades

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Supporting a Point of View

2nd-3rd grades

Overview

In this build series, students will explain their opinions with evidence to support their definitions of a hero. This will include talking about a familiar hero from a book or story and reflecting on a real-life act of heroism they have seen. Students will also describe what heroes do in their own community and define what it means to be a hero.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Reading for Literature (if fiction is used):

- Describing characters in a story and how their actions contribute to the sequence of events.

Reading for Informational Text (if nonfiction is used):

- Determining the main idea of a text, recounting the key details, and explaining how they support the main idea.

Reading: Foundational Skills

- Reading on-level text with purpose and understanding.

Writing Skills:

- Composing an opinion on topics or texts, supporting a point of view with reasons and/or information.
- Composing narratives to develop real or imagined experiences or events, using descriptive details.
- Recalling information from experience or gathering information from print and digital sources.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *antonym*, *evidence*, *opinion*, *reason*, *support*, and *synonym*.
- Discussing the concept of a “hero” and brainstorming synonyms and antonyms for this word.
- Reading fiction or nonfiction texts or watching videos that present a hero.
- Connecting this build series to a particular local/historical hero or Good Samaritan.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Vocabulary:

- antonym:** a word that is the opposite of another word
- evidence:** a thing or things helpful in supporting an opinion
- opinion:** your own ideas or attitude
- reason:** why you are doing something
- support:** to help or defend an idea
- synonym:** a word that has the same or almost the same meaning as another word

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

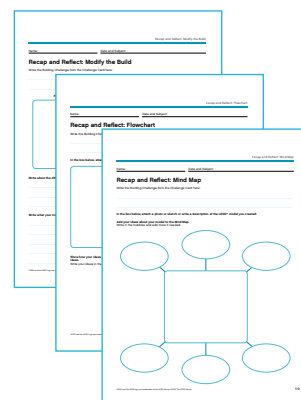
Extensions

After completing the build series, encourage further learning by:

- Creating a “how-to” guide for aspiring heroes, including a list of personal qualities every hero should have, as well as helpful tips for doing heroic acts. (Language Arts)
- Holding a gallery walk of posters of different heroes and the qualities/deeds that make them heroes. (Visual Arts)
- Finding a local or personal hero (friend, family, or community member) and writing them a letter explaining what makes them heroic and how they make the community a better place. (Language Arts, Social Studies)

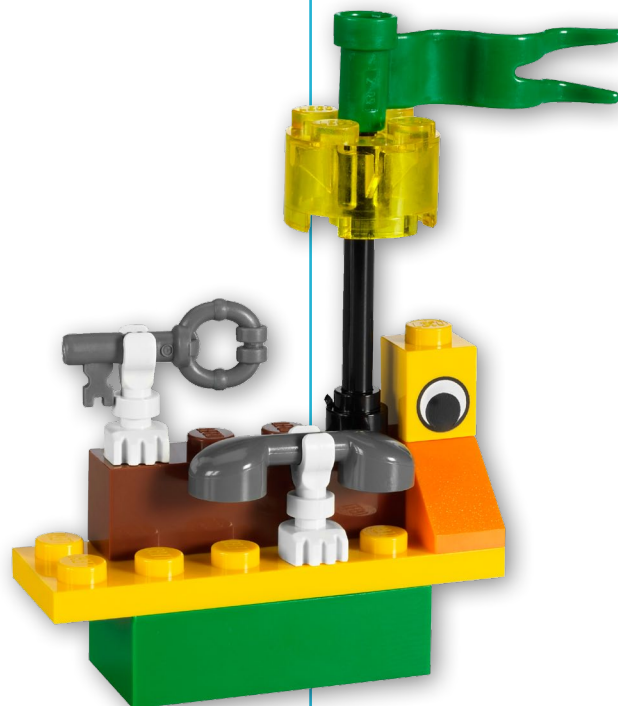
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Supporting a Point of View

1 Think about



These four building tasks will help you express your thoughts and ideas about being a hero.

Build: Build a model that shows a hero from a book, story, or article you have read (fiction or nonfiction).

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Supporting a Point of View, 2nd-3rd grades

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Topic: Supporting a Point of View

2 Remember



Now that you've thought about a specific example, it is useful to think about a time when you have seen something heroic in real life.

Build: Build a model that shows the story of a time when you saw someone do something heroic.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Supporting a Point of View, 2nd-3rd grades

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Topic: Supporting a Point of View

3 Imagine



Now you will use your imagination and creativity to think about different ways everyday people can be heroes.

Build: Build a model that shows something a hero could do in your community.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Supporting a Point of View, 2nd-3rd grades

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Topic: Supporting a Point of View

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows how you know someone is a hero.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Supporting a Point of View, 2nd-3rd grades

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Writing a Personal Letter

2nd-3rd grades

Overview

In this build series, students will explore ways to communicate with someone who is important to them. They will talk about something they would like to share with a friend or family member in a letter, make personal connections to that person to help them think of content for the letter, anticipate that person's reaction to the letter, and consider other ways of communicating with someone they care about.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Writing:

- Composing narratives to develop real or imagined experiences or events, using descriptive details.
- Recalling information from experience or gathering information from print and digital sources.

Language:

- Using knowledge of language and its conventions when writing, speaking, reading, and listening.
- Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *audience, familiar, letter* and *unfamiliar*.
- Discussing the difference between writing to someone you know, such as friends and family, and someone you don't know, such as a new pen pal.
- Reading and discussing different types of letters written by other people. It is a good idea to review basic writing conventions for letter writing.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **audience:** the persons addressed by letter or other communication
- **familiar:** commonly or generally known or seen
- **letter:** a written communication addressed to a person, usually transmitted by mail
- **unfamiliar:** not familiar; different, unusual, or strange

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

Extensions

After completing the build series, encourage further learning by:

- Writing a letter to someone you've never met before. (Language Arts)
- Having students read letters they have written aloud, and having other students pretend to be the recipient of the letters and respond. (Language Arts)
- Having one student listen to a letter that another student has written and retell what they've heard using pictures or words. (Language Arts, Visual Arts)
- Organizing ongoing pen pal relationships with students or individuals from another class or school or within the community, such as a local seniors' group. (Language Arts)

Facilitating Questions:

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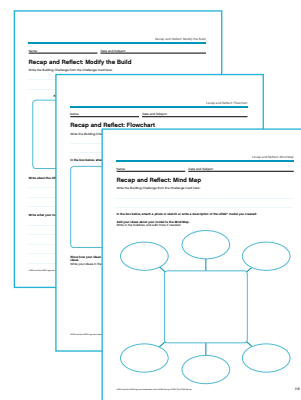
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Notes:

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Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Writing a Personal Letter

1 Think about



These four building tasks will help you express your thoughts and ideas about writing a personal letter.

Build: Build a model that shows something you would like to tell a friend or family member in a letter.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Personal Letter, 2nd-3rd grades

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Topic: Writing a Personal Letter

2 Remember



Now that you've thought about a specific example of a letter you could write, it is useful to think about why you might want to write it.

Build: Build a model that shows why this friend or family member is important to you and why you would like to write them a letter.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Personal Letter, 2nd-3rd grades

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Topic: Writing a Personal Letter

3 Imagine



Now you will use your imagination and creativity to think about the person to whom you are writing a letter and what will happen when the letter is received.

Build: Build a model that shows how you think your friend or family member will feel when they read your letter.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Personal Letter, 2nd-3rd grades

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Topic: Writing a Personal Letter

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows another way you could tell a friend or family member what is happening in your life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Personal Letter, 2nd-3rd grades

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Tracking Time

2nd-3rd grades

Overview

In this build series, students will reflect on the value of tracking time. They will consider how they use time in their daily lives, talk about how they keep track of time, and explain why it is important to have these skills.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Measurement and Data:

- Telling and recording time.
- Solving problems involving measurement and estimation of intervals of time.

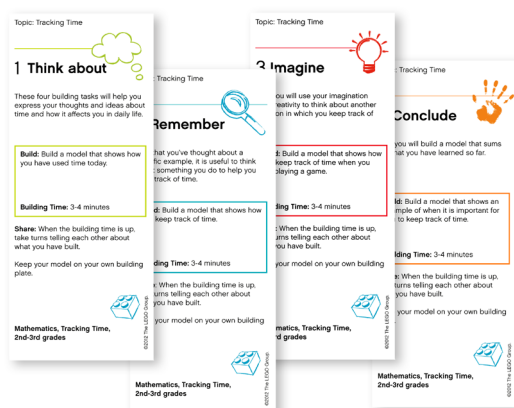
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *unit of time*, *second*, *minute*, *hour*, and *day*.
- Reading about and researching alternate methods of tracking time, such as 24-hour clocks, sundials, hourglasses, movement of Moon and stars, and circadian rhythms.
- Practicing telling time using both analog and digital clocks and various forms of calendars as examples.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **unit of time:** measurements used to observe how time passes
- **second:** a small unit of time; about as long as it would take to say "One steamboat" aloud
- **minute:** a unit of time equal to 60 seconds
- **hour:** a unit of time equal to 60 minutes
- **day:** a unit of time equal to 24 hours; about as long as it takes Earth to turn once on its axis

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

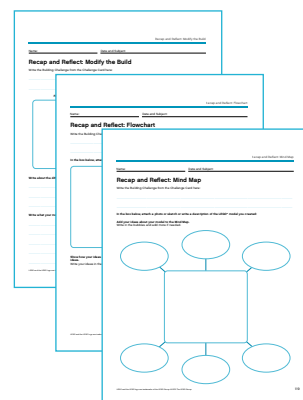
Extensions

After completing the build series, encourage further learning by:

- Completing a similar series of build challenges with a focus on using money. (Mathematics)
- Writing a list of tips or advice to help a younger student or sibling track their time and so on. (Language Arts, Mathematics)
- Researching how earlier civilizations kept track of time and used it in their daily lives and how technological advancements have made a difference. (Social Studies)
- Examining how keeping track of time is essential to reading musical scores and playing instruments. (Music)
- Researching the role of timekeeping in sports. (Physical Education)

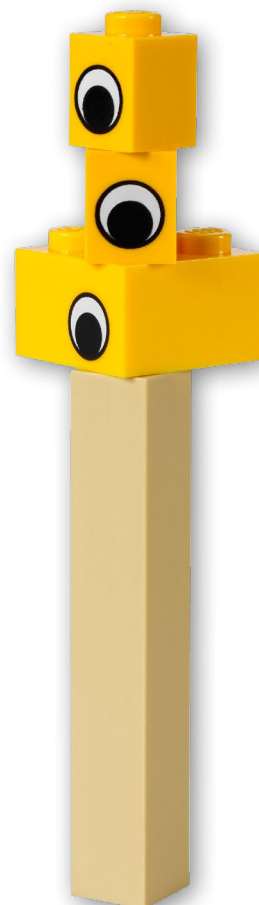
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Tracking Time

1 Think about



These four building tasks will help you express your thoughts and ideas about time and how it affects you in daily life.

Build: Build a model that shows how you have used time today.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, Tracking Time,
2nd-3rd grades

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Topic: Tracking Time

2 Remember



Now that you've thought about a specific example, it is useful to think about something you do to help you keep track of time.

Build: Build a model that shows how you keep track of time.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, Tracking Time,
2nd-3rd grades

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Topic: Tracking Time

3 Imagine



Now you will use your imagination and creativity to think about another situation in which you keep track of time.

Build: Build a model that shows how you keep track of time when you are playing a game.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, Tracking Time,
2nd-3rd grades

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Topic: Tracking Time

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows an example of when it is important for you to keep track of time.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, Tracking Time,
2nd-3rd grades

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Needs of Living Things

2nd-3rd grades

Overview

In this build series, students will think critically about what an organism needs in order to live. They will discuss a real or imagined animal and talk about how they would care for it. They will also describe where they think the animal might live and use these ideas to describe what the animal needs in order to be happy and healthy.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Life Sciences:

- Understanding that all organisms have basic needs and defining some of those needs.
- Describing the different parts of an organism and understanding that those parts play a role in helping the organism survive and flourish.
- Developing an understanding of organisms and their environment.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *environment*, *organism*, *survival*, and *thriving*.
- Reading about and researching various types of environments and the organisms that live in them, such as a deciduous rainforest, a desert, or arctic tundra.
- Watching movies or videos about different types of living things, or if possible, visit a local zoo to learn more about how the needs of different living things are met.
- Discussing organisms that students encounter every day and the needs of those organisms.
- Having students make lists of what they themselves need to survive, as opposed to what they like to have.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **environment:** the air, water, land, and everything around you
- **organism:** a living thing
- **survival:** staying alive
- **thriving:** to grow and be successful



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

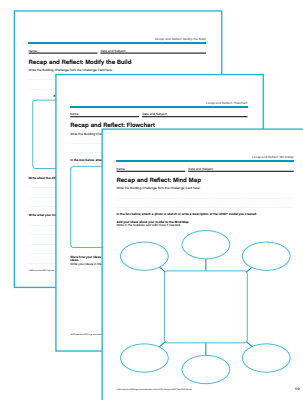
Extensions

After completing the build series, encourage further learning by:

- Creating a diorama or drawing of the animal in its environment, using images of the models for inspiration. (Visual Arts)
- Writing a care manual for the animal with categories for different needs, such as food, shelter, and protection. (Language Arts)
- Using a graphic organizer to compare the needs of the organism being studied with those of a human being. (Science)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Needs of Living Things

1 Think about



These four building tasks will help you express your thoughts and ideas about what a living thing needs to be happy and healthy.

Build: Build a model that shows a real or imagined animal that you would like to have as a pet.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Needs of Living Things,
2nd-3rd grades

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Topic: Needs of Living Things

2 Remember



Now that you've thought about a specific animal, think about how you would make sure that this animal has everything it needs.

Build: Build a model that shows how you would care for this animal.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Needs of Living Things,
2nd-3rd grades

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Topic: Needs of Living Things

3 Imagine



Now you will use your imagination and creativity to think about where this animal would be comfortable and happy.

Build: Build a model that shows where this animal would be most likely to live.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Needs of Living Things,
2nd-3rd grades

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Topic: Needs of Living Things

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows what this animal needs to be happy and healthy.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Needs of Living Things,
2nd-3rd grades

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Solids and Liquids

2nd-3rd grades

Overview

In this build series, students will reflect on the properties of matter and how they transition from solids to liquids. They will discuss ways to contain these kinds of matter and talk about how they experience matter. They will also explain how solids and liquids are used in everyday life and how matter can change from one state to another.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Physical Sciences:

- Understanding that matter exists as different substances that can be either solid or liquid depending on the temperature.
- Describing the observable properties of solids and liquids.
- Identifying the purpose or use of different substances and making connections to their properties.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *liquid*, *matter*, and *solid*.
- Looking at and discussing examples of each type of matter to note their observable properties. It is a good idea to watch movies and videos about solids and liquids or conduct basic experiments and investigations to gain hands-on experience with different types of matter.
- Highlighting that many substances can exist in more than one state and conduct investigations with matter as it changes states at different temperatures, such as water when frozen or sugar when heated.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **liquid:** something that has a definite volume, but not a definite shape; not solid, nor gas
- **matter:** anything you can touch
- **solid:** of definite shape and volume; not liquid or gas



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

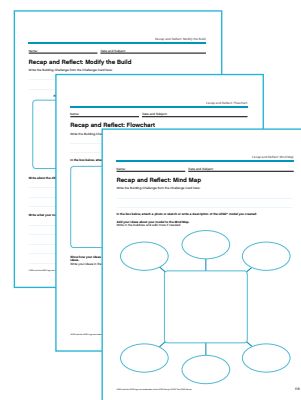
Extensions

After completing the build series, encourage further learning by:

- Classifying a collection of objects according to their shared properties by creating a collage of things that are solid or liquid. (Science, Visual Arts)
- Organizing a scavenger hunt for technological innovations that change things from one state of matter to another (e.g., stove, refrigerator, or hair dryer). (Science)
- Having students write a song or poem about a specific type of matter and its properties (e.g., "Why Ice Is Nice"). (Language Arts, Music)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Solids and Liquids

1 Think about



These four building tasks will help you express your thoughts and ideas about solids and liquids, where you find them, and how you use them in daily life.

Build: Build a model that shows you creating or using a container that could be used to hold a certain kind of solid or liquid.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Solids and Liquids,
2nd-3rd grades

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Topic: Solids and Liquids

2 Remember



Now that you've thought about a specific example, it is useful to think about a time you interacted with solids or liquids.

Build: Build a model that shows how you have used your senses to find out if something is a solid or a liquid.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Solids and Liquids,
2nd-3rd grades

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Topic: Solids and Liquids

3 Imagine



Now you will use your imagination and creativity to think about how you use solids and liquids in daily life.

Build: Build a model that shows you using this solid or liquid.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Solids and Liquids,
2nd-3rd grades

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Topic: Solids and Liquids

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows how you would change this solid into a liquid or this liquid into a solid and why.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Solids and Liquids,
2nd-3rd grades

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Traditions and Celebrations

2nd-3rd grades

Overview

In this build series, students will reflect on traditions and celebrations that are important to their community. They will discuss a particular tradition or celebration and expand on their own involvement in it. They will also consider how others might celebrate and talk about a new celebration or tradition they would like to encourage.

Connect to Curriculum

This build series can be part of classroom activities that involve:

History:

- Identifying and describing local historical traditions and celebrations and comparing them with current traditions and celebrations that take place in the community or other communities.

Culture:

- Developing an understanding of how the population of an area and its culture change over time and identifying some factors that affect these changes.
- Developing an understanding about how the different people who live in a population contribute to shaping the community's beliefs, traditions, and celebrations.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *celebration*, *community*, *population*, and *tradition*.
- Reading fiction or nonfiction texts or watching movies that depict traditions and holidays in the various cultures and/or subcultures that make up a community.
- Discussing what it means to celebrate as a community, including how special events and occasions bring people together and build a strong community.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



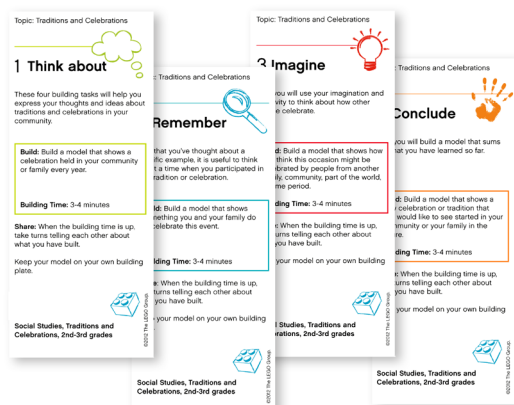
Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- celebration:** a party
- community:** a group of people or a neighborhood
- population:** all of the people living in a certain place
- tradition:** something that is done year after year



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

Extensions

After completing the build series, encourage further learning by:

- Creating a checklist of things to do to prepare for an important celebration and designing an invitation for it. (Character Education, Language Arts, Visual Arts)
- Writing a song or poem about a celebration or tradition (real or imagined) and why or how it is celebrated. (Music)
- Writing a newspaper article about the history of a particular tradition or celebration. (Language Arts, Social Studies)
- Interviewing local community members about their favorite traditions or celebrations. (Language Arts, Social Studies)

Facilitating Questions:

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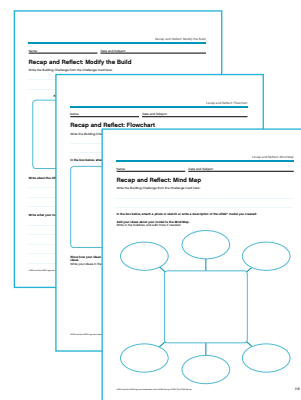
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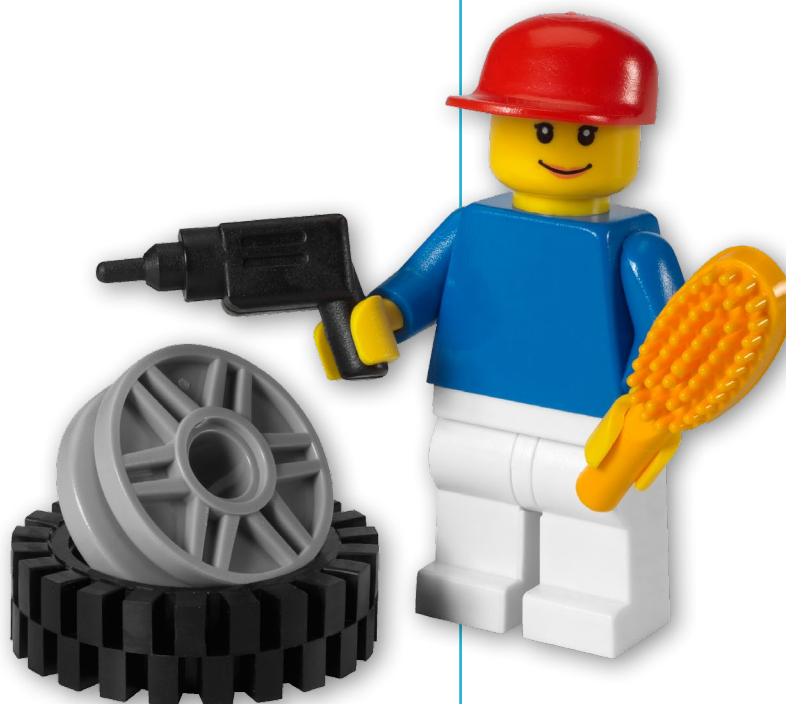
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Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Traditions and Celebrations

1 Think about



These four building tasks will help you express your thoughts and ideas about traditions and celebrations in your community.

Build: Build a model that shows a celebration held in your community or family every year.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Traditions and Celebrations, 2nd-3rd grades

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Topic: Traditions and Celebrations

2 Remember



Now that you've thought about a specific example, it is useful to think about a time when you participated in this tradition or celebration.

Build: Build a model that shows something you and your family do to celebrate this event.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Traditions and Celebrations, 2nd-3rd grades

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Topic: Traditions and Celebrations

3 Imagine



Now you will use your imagination and creativity to think about how other people celebrate.

Build: Build a model that shows how you think this occasion might be celebrated by people from another family, community, part of the world, or time period.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Traditions and Celebrations, 2nd-3rd grades

©2012 The LEGO Group.

Topic: Traditions and Celebrations

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows a new celebration or tradition that you would like to see started in your community or your family in the future.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Traditions and Celebrations, 2nd-3rd grades

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Urban, Suburban, and Rural Communities

2nd-3rd grades

Overview

In this build series, students will reflect on their community as being urban, suburban, or rural. They will talk about where they live and draw from personal experience to discuss features of their community. They will also consider the different roles of people within their community and highlight what makes their community special.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Geography:

- Identifying features of and differences between urban, suburban, and rural communities, including population size, transportation systems, industry, and wildlife.
- Developing an understanding of one's own community and its population, transportation systems, industry, and wildlife.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *city*, *industry*, *population*, *rural*, *suburban*, *transportation*, *urban*, and *wildlife*.
- Reading fiction and nonfiction texts or watching videos that feature urban, suburban, and rural communities.
- Having students speak to community members about their lives and roles in the community.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- city:** a center of population; a town of a large size
- industry:** the production and sale of goods
- population:** the total number of people living in an area
- rural:** living in the country
- suburban:** living in an area on the outskirts of a city
- transportation:** a way of carrying people and things from one place to another
- urban:** living in a city
- wildlife:** animals and plants living in a specific area

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

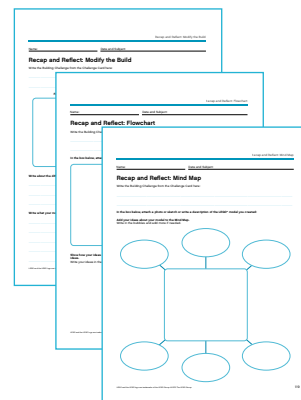
Extensions

After completing the build series, encourage further learning by:

- Creating a map of the community or one's route to school, including details that were highlighted in the build challenges and discussion. (Social Studies, Visual Arts)
- Creating a tourism/advertising poster about why this community is special and why people should move to or visit there. (Language Arts, Visual Arts)
- Creating a T-chart or Venn diagram that outlines and compares features of different types of communities. (Social Studies)
- Interviewing community members about the advantages of living in urban, suburban, or rural communities.

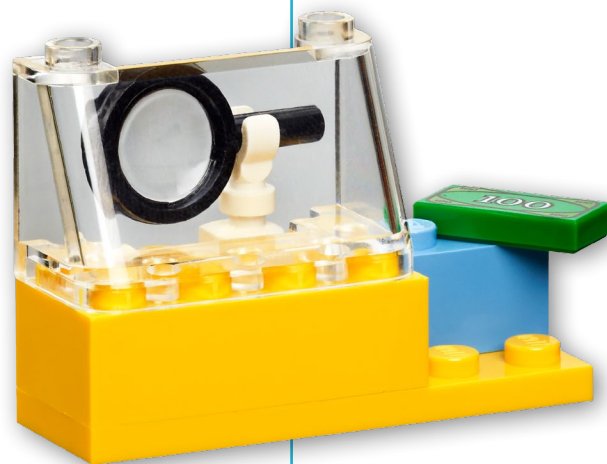
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Urban, Suburban, and Rural Communities

1 Think about



These four building tasks will help you express your thoughts and ideas about how the type of community that you live in affects your daily life.

Build: Build a model that shows your home in your community.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Urban, Suburban, and Rural Communities, 2nd-3rd grades

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Topic: Urban, Suburban, and Rural Communities

2 Remember



Now that you've thought about your own home, it is useful to think about other important places, people, and things in your community.

Build: Build a model that shows how you get to school and what you see, hear, smell, or experience along the way.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Urban, Suburban, and Rural Communities, 2nd-3rd grades

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Topic: Urban, Suburban, and Rural Communities

3 Imagine



Now you will use your imagination and creativity to think about different people in your community.

Build: Build a model that shows someone you know and what they do in your community.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Urban, Suburban, and Rural Communities, 2nd-3rd grades

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Topic: Urban, Suburban, and Rural Communities

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that shows what makes your community special.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Urban, Suburban, and Rural Communities, 2nd-3rd grades

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Goal Setting

4th-5th grades

Overview

In this build series, students will reflect on effective goal setting. They will discuss how they can achieve a particular goal and make predictions about the effect that achieving this goal might have on their lives.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

Goal Setting:

- Identifying personal achievements.
- Setting personal goals for achievement.
- Developing strategies to organize and prioritize.

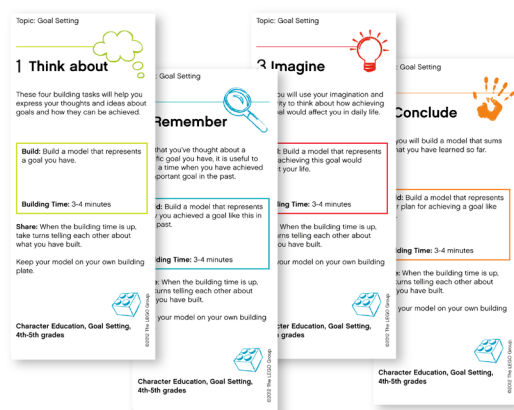
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *achieve, effectiveness, evaluate, goal, goal setting, persevere, planning, and predict.*
- Brainstorming areas of personal life, education, and professional life that are enhanced by effective goal setting.
- Providing students with a particular scenario or goal to be achieved and brainstorming as a class various strategies for achieving that goal.
- Reading fiction and nonfiction texts or watching videos that feature people setting and meeting goals. It is a good idea to include biographies or profiles of role models including accomplished scientists, athletes, artists, or community members.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

Vocabulary:

- **achieve:** to perform or carry out with success; to accomplish something
- **effectiveness:** having the wanted or expected result
- **evaluate:** to examine something; to judge its value, quality, or importance
- **goal:** something that somebody wants to achieve
- **goal setting:** establishing a specific goal to be achieved
- **persevere:** to keep going even though there are problems or it is difficult
- **planning:** intending to do something or make arrangements to reach a goal
- **predict:** to say what might happen in the future

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

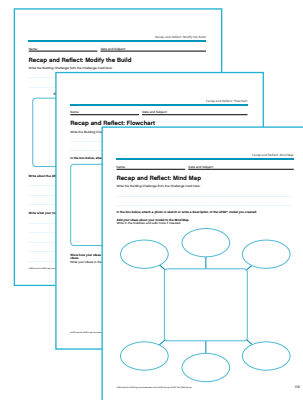
Extensions

After completing the build series, encourage further learning by:

- Writing a five-step plan to achieve a goal within a particular time frame and outlining ways to evaluate progress. (Language Arts)
- Researching the goal of a personal hero, role model, or historical figure and how he or she achieved that goal. (Social Studies, Science)
- Creating a personal service announcement outlining advice on how to achieve a goal, integrating key vocabulary. (Dramatic Arts, Language Arts)
- Completing a word study and creating a classroom “word wall” with goal-setting vocabulary such as *evaluate*, *persevere*, and *predict*. (Language Arts)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Goal Setting

1 Think about



These four building tasks will help you express your thoughts and ideas about goals and how they can be achieved.

Build: Build a model that represents a goal you have.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Goal Setting,
4th-5th grades

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Topic: Goal Setting

2 Remember



Now that you've thought about a specific goal you have, it is useful to recall a time when you have achieved an important goal in the past.

Build: Build a model that represents how you achieved a goal like this in the past.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Goal Setting,
4th-5th grades

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Topic: Goal Setting

3 Imagine



Now you will use your imagination and creativity to think about how achieving this goal would affect you in daily life.

Build: Build a model that represents how achieving this goal would affect your life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Goal Setting,
4th-5th grades

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Topic: Goal Setting

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents your plan for achieving a goal like this.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Goal Setting,
4th-5th grades

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Inclusiveness

4th-5th grades

Overview

In this build series, students will reflect on a personal experience involving inclusiveness. They will discuss what it means to be included, describe a personal experience, consider how to make others feel included, and make connections between inclusive and exclusive behavior.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Conflict Resolution and Mediation:

- Identifying inclusive and exclusive behavior.
- Developing strategies to weigh options and possible outcomes in a given situation.
- Developing strategies to promote meaningful inclusion of others.

Reflection:

- Evaluating one's own actions in a given situation.
- Evaluating the actions of another person or group in a given situation.

Personal Expression:

- Developing vocabulary to express one's thoughts and feelings effectively.

Creative and Critical Thinking:

- Evaluating possible outcomes in a given situation.

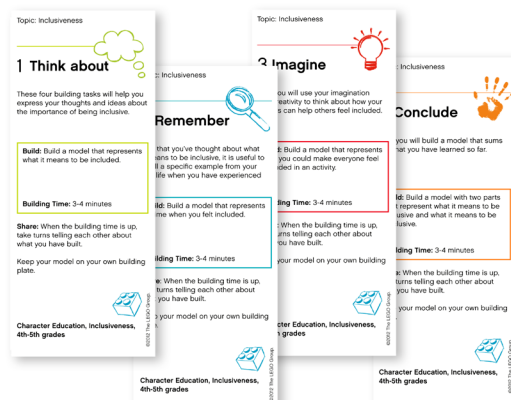
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *included*, *inclusive*, *excluded*, and *exclusive*.
- Brainstorming ways in which inclusion can be encouraged in one-on-one and group situations and defining useful expressions and vocabulary to do so.
- Discussing situations in which inclusion and exclusion are key considerations.
- Reading fiction or nonfiction texts or watching videos that feature inclusion and exclusion. It is a good idea to include scenes in which characters show positive actions to include someone who may be actively or passively excluded. Popular children's situational shows or materials that focus on bullying prevention may be helpful resources.
- Role-playing situations in which it is or is not acceptable to exclude others and highlighting the roles different people play in situations of inclusion or exclusion.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **included:** to be part of the whole or group
- **inclusive:** including many things, everything, or everyone
- **excluded:** to be shut out from consideration, or to be kept out
- **exclusive:** excluding many people or things from participation or consideration

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

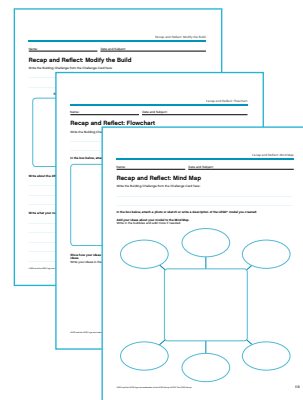
Extensions

After completing the build series, encourage further learning by:

- Creating a collage of actions that show inclusion, such as people making eye contact or sitting in groups. (Visual Art)
- Role-playing scenarios and strategies that deal with exclusion and how to include others. Have students generate the scenarios to be explored. (Character Education, Dramatic Arts)
- Having a class debate about whether it is always best to be included, or if there are situations in which not being included can be advantageous. (Character Education)
- Writing a story, drawing a scene, or acting out a scene about being excluded and then rewriting it with an inclusive outcome. Compare how the two scenes are different. (Language Arts, Visual Arts, Dramatic Arts)

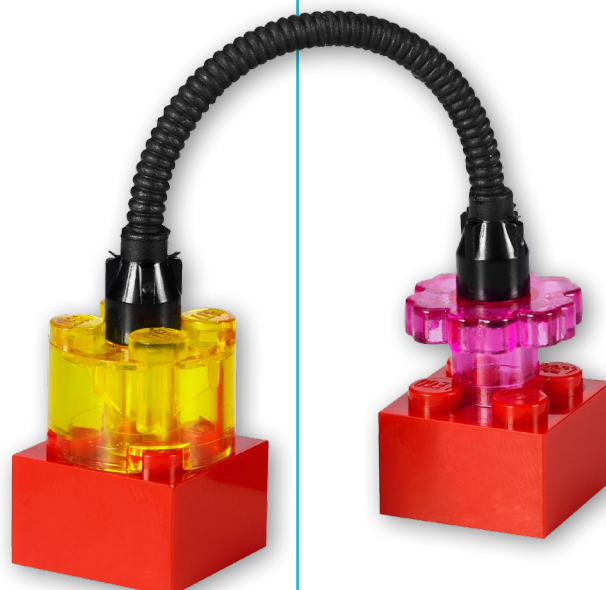
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Inclusiveness

1 Think about



These four building tasks will help you express your thoughts and ideas about the importance of being inclusive.

Build: Build a model that represents what it means to be included.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Inclusiveness,
4th-5th grades

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Topic: Inclusiveness

2 Remember



Now that you've thought about what it means to be inclusive, it is useful to recall a specific example from your own life when you have experienced this.

Build: Build a model that represents a time when you felt included.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Inclusiveness,
4th-5th grades

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Topic: Inclusiveness

3 Imagine



Now you will use your imagination and creativity to think about how your actions can help others feel included.

Build: Build a model that represents how you could make everyone feel included in an activity.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Inclusiveness,
4th-5th grades

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Topic: Inclusiveness

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model with two parts that represent what it means to be inclusive and what it means to be exclusive.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Character Education, Inclusiveness,
4th-5th grades

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Identify Theme in a Text

4th-5th grades

Overview

In this build series, students reflect on the “big ideas” in a fictional text. They will describe a key theme from a text and identify the same theme in another fictional text or story. They will also make personal connections to a theme and talk about why it is engaging to readers.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Reading for Literature:

- Determining the theme of a story, drama, or poem from details in the text.
- Referring to parts of stories when speaking about a text, using appropriate vocabulary.
- Describing how a narrator’s or speaker’s point of view influences the way events are described.
- Comparing and contrasting stories in the same genre based on their approaches to similar themes and topics.

Reading: Foundational Skills:

- Reading on-level text with purpose and understanding.

Writing:

- Composing an opinion on topics or texts, supporting a point of view with reasons and/or information.
- Recalling information from experience or gathering information from print and digital sources.

Language:

- Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *character*, *plot*, *setting*, *style*, and *theme*.
- Focusing on one particular story.
- Reading a story or watching a movie as a class and discussing the themes that can be found in it. It is a good idea to use short stories for this discussion.
- Brainstorming a list of common themes found in stories, movies, and television shows of different genres.
- Creating a word wall of common themes so students can refer back to this list as needed.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **character:** a person in a story, play, or novel
- **plot:** the events that make up a story
- **setting:** the time and location in which a story takes place
- **style:** the manner in which the author tells the story
- **theme:** the central topic, subject, idea, or concept that the author is trying to point out

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

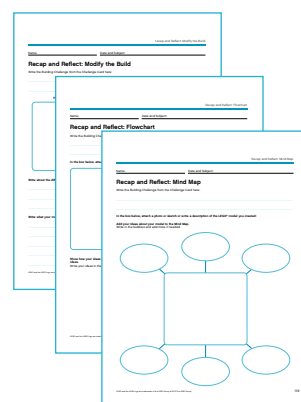
Extensions

After completing the build series, encourage further learning by:

- Choosing a character from the story and examining how he or she sees this theme by writing and performing a monologue for him/her. (Dramatic Arts)
- Rewriting the same story with the same characters or scenario but with a different theme. (Language Arts)
- Creating a collage that represents the theme of the story using colors, shapes, pictures, or textures that illustrate the theme. (Visual Arts)
- Creating a timeline from the story outlining events that relate to the central theme. (Language Arts)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.

Topic: Identify Theme in a Text

1 Think about



These four building tasks will help you express your thoughts and ideas about the themes of a story you have read.

Build: Build a model that represents one of the themes you noticed in the story you read.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Identify Theme in a Text, 4th-5th grades

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Topic: Identify Theme in a Text

2 Remember



Now that you've thought about a theme in a specific story, it is useful to recall another story you have read, watched, or heard.

Build: Build a model that represents another story, movie, or song with the same theme.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Identify Theme in a Text, 4th-5th grades

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Topic: Identify Theme in a Text

3 Imagine



Now you will use your imagination and creativity to think about your own life story.

Build: Build a model that represents a theme that you would use if you were writing a story about yourself and your life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Identify Theme in a Text, 4th-5th grades

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Topic: Identify Theme in a Text

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents why you think the theme from the story you read is interesting or engaging for readers.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Identify Theme in a Text, 4th-5th grades

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Using Figurative Language

4th-5th grades

Overview

In this build series, students will reflect on the use and purpose of figurative language by studying and creating similes. They will explore similes they have heard used by those around them and create their own similes to describe themselves or everyday situations.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Reading for Literature:

- Determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Writing:

- Recalling information from experience or gathering information from print and digital sources.

Language:

- Acquiring and using accurate, grade-appropriate, domain-specific words and phrases.
- Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *comparison, figurative language, metaphor and simile*.
- Reading examples of similes from different types of texts, dialogues, and scenarios.
- Discussing the idea of using creative language to express an idea as opposed to saying something simply and directly.
- Practicing various types of figurative language, including similes (a comparison between two unlike things that uses *like* or *as*).

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

Vocabulary:

- **comparison:** the examination of two or more objects, ideas, or people in order to note the similarities and differences
- **figurative language:** describing something through the use of unusual comparisons for effect, interest, and making things clearer
- **metaphor:** a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison; an example of a metaphor would be "The team captain is a rock!"
- **simile:** a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*; an example of a simile would be "She swims as fast as a fish!"

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

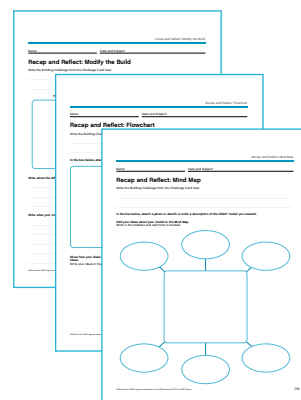
Extensions

After completing the build series, encourage further learning by:

- Organizing a gallery walk or classroom display of students' models for different expressions and have students create a list of three favorites. (Language Arts)
- Completing a scavenger hunt to find and record as many similes as possible in one day, in one TV show, and so on. (Language Arts)
- Listening to different kinds of music and discussing how using similes helps to express what the writer is thinking or feeling. (Music)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Using Figurative Language

1 Think about



These four building tasks will help you express your thoughts and ideas about using figurative language such as similes in daily life.

Build: Build a model that represents a simile that you have heard or read recently.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Using Figurative Language, 4th-5th grades

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Topic: Using Figurative Language

2 Remember



Now that you have thought about a specific example of a simile, it is useful to recall a time when you heard it used and who used it.

Build: Build a model that represents a situation or story in which you have heard this simile used.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Using Figurative Language, 4th-5th grades

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Topic: Using Figurative Language

3 Imagine



Now you will use your imagination and creativity to think about how you can use figurative language such as similes.

Build: Build a model that represents a simile that describes how a friend or classmate is feeling today.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Using Figurative Language, 4th-5th grades

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Topic: Using Figurative Language

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents the kind of day you have had today and create a simile to explain it.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Using Figurative Language, 4th-5th grades

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Writing a Poem

4th-5th grades

Overview

In this build series, students will discuss their understanding of alternative forms of writing. They will talk about a poem they like and explain why it appeals to them. They will also consider what the author hoped to accomplish and discuss how they prepare to write a poem.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Reading for Literature:

- Determining the theme of a story, drama, or poem from details in the text.

Reading: Foundational Skills

- Reading on-level text with purpose and understanding.
- Reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing:

- Composing an opinion on topics or texts, supporting a point of view with reasons and/or information.
- Recalling information from experience or gathering information from print and digital sources.

Language:

- Using knowledge of language and its conventions when writing, speaking, reading, and listening.
- Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.
- Acquiring and using grade-appropriate, domain-specific words and phrases.

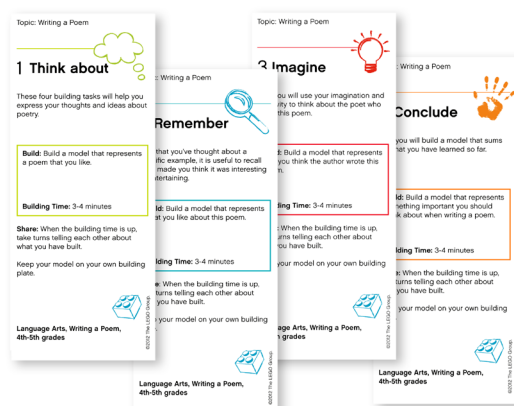
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *poem*, *poet*, and *poetry*.
- Focusing on a particular poem, series of poems, or author.
- Reading and discussing a variety of styles and forms of poetry. It is a good idea to examine such styles as rhyming, free verse, haiku, and limerick.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **poem:** a kind of writing, usually in verse, that uses words chosen for their sounds, beauty, and meaning
- **poet:** a writer of poems
- **poetry:** a piece of literature written with techniques such as meter, metaphor, and rhyme

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

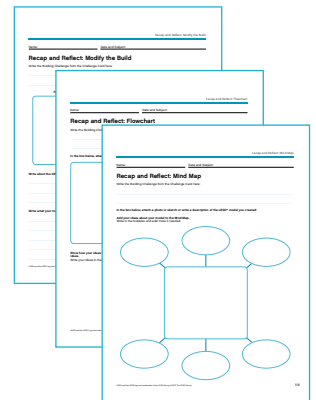
Extensions

After completing the build series, encourage further learning by:

- Constructing a “tool kit” of what a poet would use and why (rhythm, rhyme, description). This may be made into a collage, book, or physical collection of objects that represent different “tools.” (Language Arts, Visual Arts)
- Comparing simple poems from various eras or different parts of the world. (Social Studies)
- Exploring the links between poetry and music by studying the lyrics to a popular song and repeating these build challenges and identifying and discussing some of the song's poetic elements. (Music)

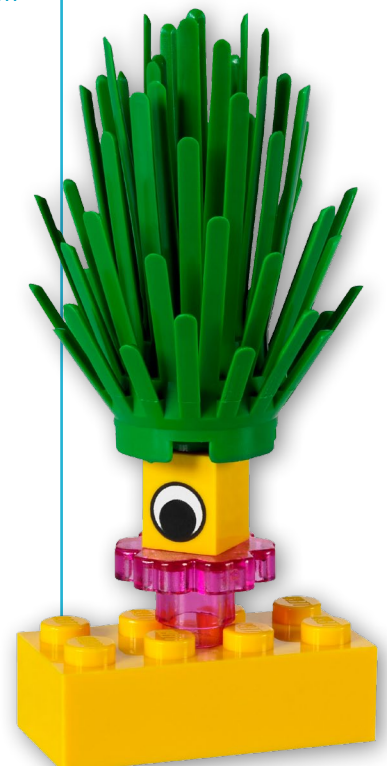
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Writing a Poem

1 Think about



These four building tasks will help you express your thoughts and ideas about poetry.

Build: Build a model that represents a poem that you like.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Poem,
4th-5th grades

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Topic: Writing a Poem

2 Remember



Now that you've thought about a specific example, it is useful to recall what made you think it was interesting or entertaining.

Build: Build a model that represents what you like about this poem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Poem,
4th-5th grades

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Topic: Writing a Poem

3 Imagine



Now you will use your imagination and creativity to think about the poet who wrote this poem.

Build: Build a model that represents why you think the author wrote this poem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Poem,
4th-5th grades

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Topic: Writing a Poem

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents something important you should think about when writing a poem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Language Arts, Writing a Poem,
4th-5th grades

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How Shapes and Forms Are Used

4th-5th grades

Overview

In this build series, students will reflect on various shapes and forms and how they are used in daily life. They will discuss why certain shapes and forms are used in particular situations and consider why others are not selected for this purpose. They will also describe a useful object that could be created using this shape or form.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Geography:

- Classifying two- or three-dimensional figures into categories based on their properties.
- Representing two- or three-dimensional shapes in the context of solving real-world problems.

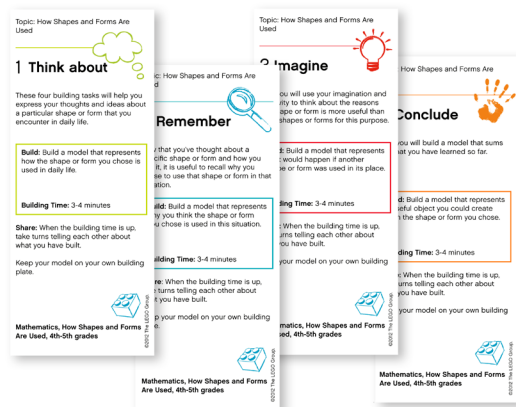
Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *form*, *shape*, *three-dimensional*, and *two-dimensional*.
- Brainstorming a list of specific shapes and forms, as a class.
- Investigating the attributes of each shape or form.
- Sending students on a scavenger hunt to collect as many different shapes as they can find in their classroom, school, or community. It is a good idea to break students into groups and assign a particular shape or form to each.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **form:** the structure of an object in three dimensions, such as a cube or sphere
- **shape:** the structure of an object in two dimensions, such as a square or circle
- **three-dimensional:** having the dimensions of height, width, and depth
- **two-dimensional:** having the dimensions of height and width only

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

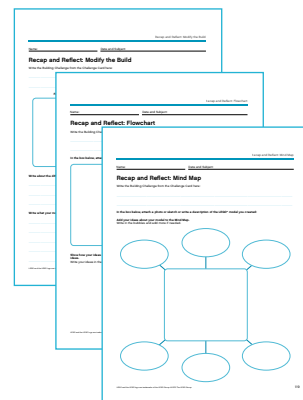
Extensions

After completing the build series, encourage further learning by:

- Creating a three-dimensional model of the object discussed in the Conclude build challenge created from found materials including a written explanation of how the shape or form is used and why it is effective. (Language Arts, Mathematics, Visual Arts)
- Creating a blueprint for the useful object suggested in the Conclude build. Label the drawing with information about the dimensions of the shapes or forms used to create the object, as well as its properties. (Mathematics, Science)
- Writing a persuasive journal article to show favor for the “Most Useful” shape or form. Including information about how commonly the shape or form is used in common objects and structures or about how unique its properties are. (Mathematics, Language Arts)

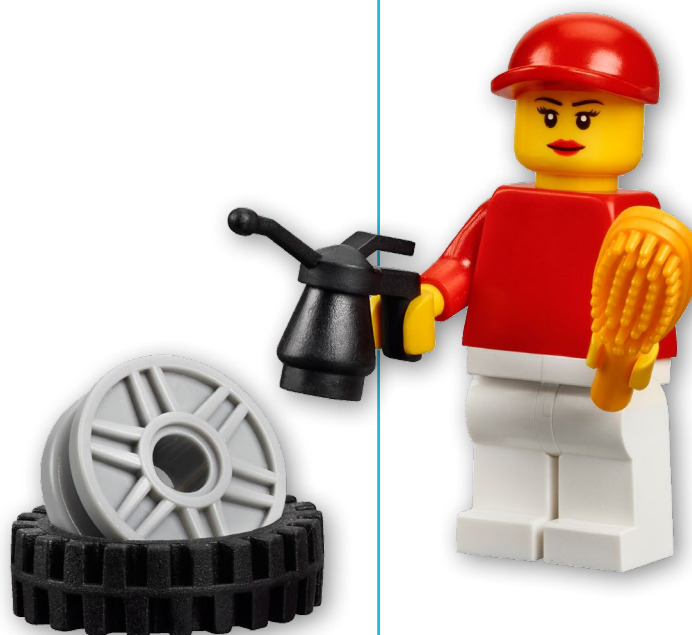
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: How Shapes and Forms Are Used

1 Think about



These four building tasks will help you express your thoughts and ideas about a particular shape or form that you encounter in daily life.

Build: Build a model that represents how the shape or form you chose is used in daily life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, How Shapes and Forms Are Used, 4th-5th grades

©2012 The LEGO Group.

Topic: How Shapes and Forms Are Used

2 Remember



Now that you've thought about a specific shape or form and how you use it, it is useful to recall why you chose to use that shape or form in that situation.

Build: Build a model that represents why you think the shape or form you chose is used in this situation.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, How Shapes and Forms Are Used, 4th-5th grades

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Topic: How Shapes and Forms Are Used

3 Imagine



Now you will use your imagination and creativity to think about the reasons the shape or form is more useful than other shapes or forms for this purpose.

Build: Build a model that represents what would happen if another shape or form was used in its place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, How Shapes and Forms Are Used, 4th-5th grades

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Topic: How Shapes and Forms Are Used

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents a useful object you could create from the shape or form you chose.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Mathematics, How Shapes and Forms Are Used, 4th-5th grades

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Ecosystems

4th-5th grades

Overview

In this build series, students will think critically about an ecosystem. They will express their understanding of the ecosystem and reflect on their personal interaction with that environment. They will also consider how life in the ecosystem would be different without certain organisms or factors and describe the importance of this kind of place.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Life Sciences:

- Understanding that populations of organisms living together and the physical factors with which they interact compose an ecosystem.
- Identifying ways that changes in an organism's environment affect an organism's behavior and ability to survive.
- Understanding that humans obtain living and nonliving resources from their environments.
- Developing an understanding of populations and ecosystems.
- Understanding that populations or organisms can be categorized by the function they serve in an ecosystem.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *ecosystem*, *habitat*, *organism*, and *population*.
- Having students list populations and organisms in their own ecosystem such as their home, classroom, or neighborhood.
- Reading about, researching, or watching videos about different types of ecosystems, such as ponds, forests, estuaries, or grasslands, and the populations of which they are composed.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **ecosystem:** a system formed by the interaction of a community of organisms within their environment
- **habitat:** the natural environment of an organism; the place where an organism is usually found
- **organism:** an individual living thing
- **population:** the total number of people living in an area



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

Extensions

After completing the build series, encourage further learning by:

- Writing a letter to a local representative in charge of community planning or development, persuading them to preserve a local ecosystem that is being modified or affected by humans (positively or negatively). (Language Arts)
- Conducting research to find out how this type of ecosystem has been understood or exploited by people throughout history, such as industrial, recreational, economic, or residential use. (Social Studies)
- Visiting a local ecosystem and studying a map of its features, population, and geography. (Social Studies, Science)

Facilitating Questions:

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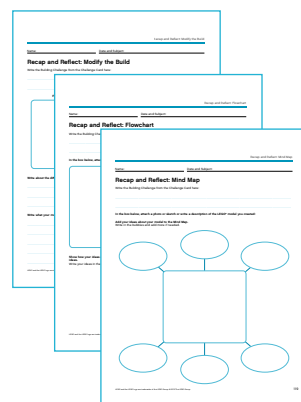
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Notes:

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Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Ecosystems

1 Think about



These four building tasks will help you express your thoughts and ideas about a local ecosystem and its value.

Build: Build a model that represents a local ecosystem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Ecosystems, 4th-5th grades

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Topic: Ecosystems

2 Remember



Now that you've thought about a local ecosystem, it is useful to recall ways in which you have interacted with it.

Build: Build a model that represents how you affect the ecosystem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Ecosystems, 4th-5th grades

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Topic: Ecosystems

3 Imagine



Now you will use your imagination and creativity to think about how the parts of this ecosystem affect one another.

Build: Build a model that represents how this ecosystem would be different if one of the populations or organisms were removed.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Ecosystems, 4th-5th grades

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Topic: Ecosystems

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents the importance of this ecosystem to future generations.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Ecosystems, 4th-5th grades

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Extreme Destinations

4th-5th grades

Overview

In this build series, students will reflect on life for humans in an extreme destination on Earth. They will think critically about a place on Earth with an extreme environment and consider how resources and life in this place differ from the environment in which they live. They will also explore how people living in these places use naturally occurring resources to survive.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Life Sciences:

- Identifying ways that changes in an organism's environment affect its behavior and ability to survive.
- Understanding that humans obtain living and nonliving resources from their environments.

Earth and Space Sciences:

- Developing an understanding of Earth's major systems and how they support a variety of ecosystems and organisms.
- Identifying some of Earth's major natural resources on which humans depend for survival.
- Describing atmospheric and weather conditions.
- Investigating locations and conditions in which earthquakes and volcanoes occur.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *atmosphere*, *climate*, *land features*, *resource*, *system*, and *water features*.
- Reading about and researching different extreme environments and how people use the resources found there to survive. It is a good idea to consider atmosphere, climate, and natural resources.
- Reading fiction or nonfiction texts or watching videos about these places and the people who live there, such as documentary films, books, or stories about populations that live in the rain forest, in the desert, or at high altitudes.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- atmosphere:** the air or climate of a specific area
- climate:** the meteorological conditions of an area, including temperature, rainfall, and wind
- land features:** the surface or terrain of a given area of land
- resource:** something that can be used to support or help
- system:** a group of interacting elements forming a complex whole
- water features:** the conditions of a body of water



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

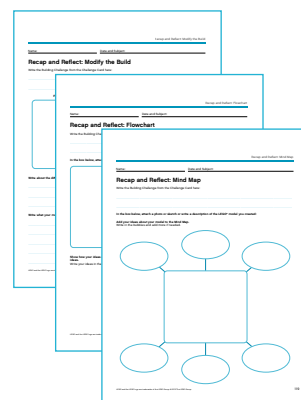
Extensions

After completing the build series, encourage further learning by:

- Writing a comic strip about the journey to the destination and what happened on the way or when settling there. (Language Arts, Visual Arts)
- Packing a suitcase or box with the things a human would need to survive in this place (e.g., images of things, collages of images, or actual artifacts). (Science, Visual Arts)
- Writing a comparison of life in one's own community with what life would be like for people living in an extreme environment. (Language Arts, Science)
- Repeating the same series of build statements and activities to investigate and think critically about another extreme environment, such as the arctic tundra or desert, or a very different geographical location, such as a coastal community or mountainous area. (Language Arts, Science, Social Studies)

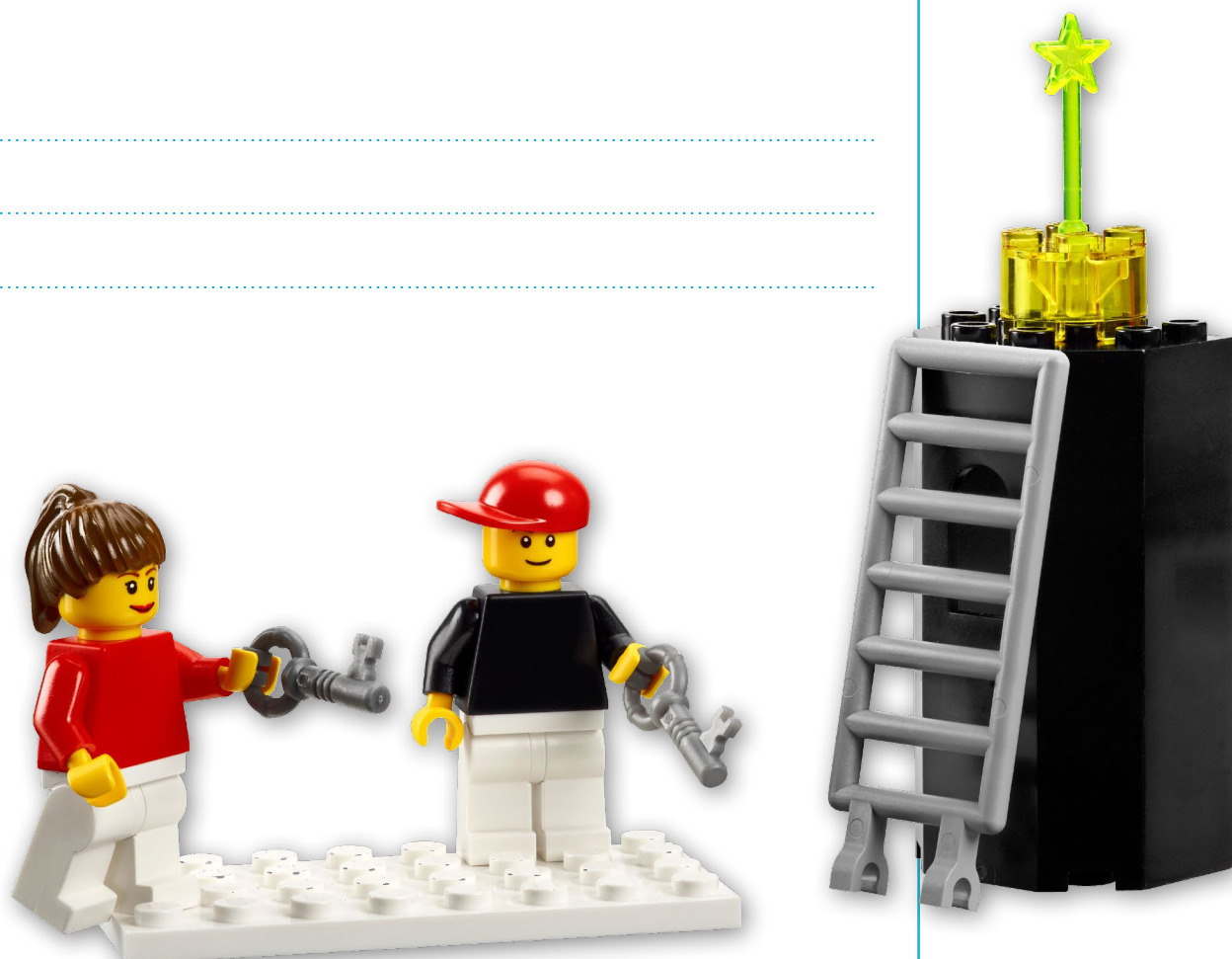
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Extreme Destinations

1 Think about



These four building tasks will help you express your thoughts and ideas about life in an extreme environment.

Build: Build a model that represents a place on Earth with an extreme environment.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Extreme Destinations,
4th-5th grades

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Topic: Extreme Destinations

2 Remember



Now that you've thought about a specific extreme environment, it is useful to recall how you use natural resources in daily life.

Build: Build a model that represents the natural resources you currently use each day to survive.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Extreme Destinations,
4th-5th grades

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Topic: Extreme Destinations

3 Imagine



Now you will use your imagination and creativity to think about these natural resources and if they are available in the extreme environment you chose.

Build: Build a model that represents how your access to these resources would be different if you were living in this extreme environment.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Extreme Destinations,
4th-5th grades

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Topic: Extreme Destinations

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents how you would use the resources available in this environment to survive.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Science, Extreme Destinations,
4th-5th grades

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Amazing Innovations

4th-5th grades

Overview

In this build series, students will reflect on important technological innovations. They will consider and explain how they think the innovation has affected the way people live, as well as how it impacts their own lives. They will also imagine life without this innovation and make predictions about future innovations.

Connect to Curriculum

This build series can be part of classroom activities that involve:

History:

- Researching and examining technological innovations from a particular era or period of time.
- Identifying ways in which people lived and thought before and after common use of a particular technological innovation.

Culture:

- Analyzing the impact of technological innovations on the way people live and think.

Science and Technology in Society:

- Identifying technological innovations used in one's own community.
- Thinking critically about the future impact of technological innovations on how people live and think.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *innovation*, *effect*, *affect*.
- Focusing on one specific innovation.
- Reading nonfiction texts about how tasks were accomplished before a particular innovation became common.
- Connecting this build series to a particular historical era being studied, such as the effect of navigation devices on Renaissance explorers.
- Connecting this build series to discussions of community life, such as the use of agricultural technology in farming communities.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **innovation:** a new device or process
- **effect:** a result or outcome
- **affect:** to influence or change something in some way



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

Extensions

After completing the build series, encourage further learning by:

- Selecting and researching a particular innovator, as well as their innovations. (Science, Language Arts)
- Creating a poster/advertisement for the technological innovation at the time it was being widely adopted to “sell it” based on its positive effects on daily life over time. (Language Arts, Visual Arts)
- Researching a particular influential piece of technology, and creating a flip book or storyboard explaining how it works or how it is used. (Science)

Facilitating Questions:

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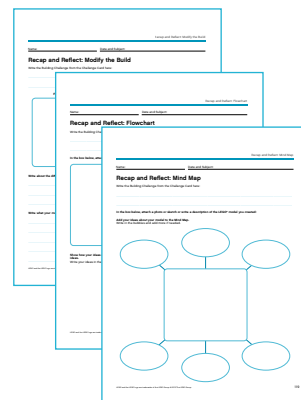
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Notes:

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Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Amazing Innovations

1 Think about



These four building tasks will help you express your thoughts and ideas about an amazing innovation and the ways in which it affects your life.

Build: Build a model that represents an innovation that has changed the way people live.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Amazing Innovations,
4th-5th grades

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Topic: Amazing Innovations

2 Remember



Now that you've thought about a specific example of an innovation, it is useful to recall a time when it has affected your daily life.

Build: Build a model that represents how this innovation affects your life.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Amazing Innovations,
4th-5th grades

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Topic: Amazing Innovations

3 Imagine



Now you will use your imagination and creativity to think about the effect this innovation has had on your community.

Build: Build a model that represents what life might be like if this innovation had never existed.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Amazing Innovations,
4th-5th grades

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Topic: Amazing Innovations

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents an innovation that does not yet exist but that would make people's lives easier.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Amazing Innovations,
4th-5th grades

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Migration and Immigration

4th-5th grades

Overview

In this build series, students will reflect on the reasons behind human migration and immigration. They will discuss a particular group that has migrated and reflect on a time when they were new to a place. They will also consider what needs to be done to adapt to a new place and summarize reasons migration and immigration occur.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Geography:

- Investigating the movement of populations to different regions for both biological and sociological reasons.

Economics:

- Identifying reasons behind changes in population demographics, size, and distribution.
- Identifying ways in which new and varied populations contribute to the economy of a community.
- Investigating changing patterns in industry and trade as a cause and result of migration and immigration.

Citizenship:

- Investigating how people become citizens in a given region and what their civic responsibilities and rights are.

History:

- Investigating a particular time or place where migration or immigration occurred.
- Researching a time when migration or immigration happened in your community.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *contribution*, *immigration*, *migration*, *motivation*, and *population growth*.
- Focusing on migration of a particular population to and from a particular region or during a particular period of time.
- Reading fiction and nonfiction texts or watching videos about individuals or groups who have migrated from one place to another. It is a good idea to discuss some of the challenges faced by a person or family moving to a new country.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

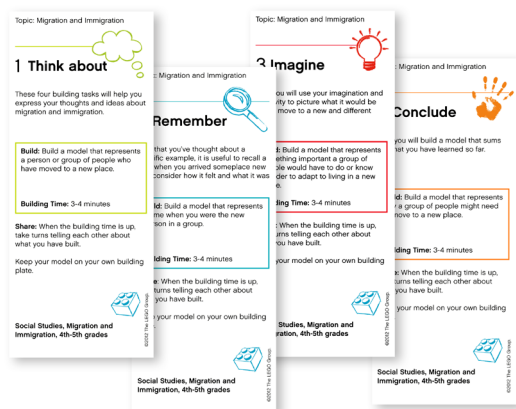


Vocabulary:

- **contribution:** the part played by someone or something in causing a result
- **immigration:** coming to a country of which one is not a natural resident
- **migration:** the movement from one country, region, or place to another
- **motivation:** the reason behind one's actions
- **population growth:** the act or process of growing the total number of persons living in a specific area

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

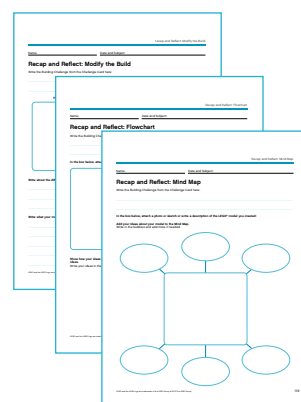
Extensions

After completing the build series, encourage further learning by:

- Creating a guide book for newcomers to a class/school/community, including basic information that is helpful to know and advice for adapting and thriving. (Language Arts, Social Studies, Visual Arts)
- Creating a map or timeline that traces the journey of a particular population from one place to another. (Social Studies)
- Interviewing and writing about the experience of someone who is or has been new to the community. (Language Arts, Social Studies)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.

Topic: Migration and Immigration

1 Think about



These four building tasks will help you express your thoughts and ideas about migration and immigration.

Build: Build a model that represents a person or group of people who has moved to a new place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Migration and Immigration, 4th-5th grades

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Topic: Migration and Immigration

2 Remember



Now that you've thought about a specific example, it is useful to recall a time when you arrived someplace new and consider how it felt and what it was like.

Build: Build a model that represents a time when you were the new person in a group.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Migration and Immigration, 4th-5th grades

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Topic: Migration and Immigration

3 Imagine



Now you will use your imagination and creativity to picture what it would be like to move to a new and different place.

Build: Build a model that represents something important a group of people would have to do or know in order to adapt to living in a new place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Migration and Immigration, 4th-5th grades

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Topic: Migration and Immigration

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents why a group of people might need to move to a new place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



Social Studies, Migration and Immigration, 4th-5th grades

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Example Builds for 2nd-3rd Grades: Think About

Building Challenge:

Build a model that shows a decision you made today or this week.

Build:



Note:

The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Reflection:

I had to make a decision about selling some things at a garage sale. It can be very hard to make a decision about what to keep and what to get rid of. In my model there are some of the things that I have decided to sell: an old phone, a hat that doesn't fit me anymore, and some toys that I have outgrown. I decided to sell these things so I could have money to buy new things for someone my age.

Facilitating Questions:

- If you could pick one item in your model to keep, what would it be and why? How would wanting to keep it make your decision harder?
- What element do you think someone else would most want to buy at your garage sale? Would this affect your decision to sell this item?
- If you could add someone else to your model to represent someone who would be shopping at the garage sale, who would you add? Where would they go in your model?

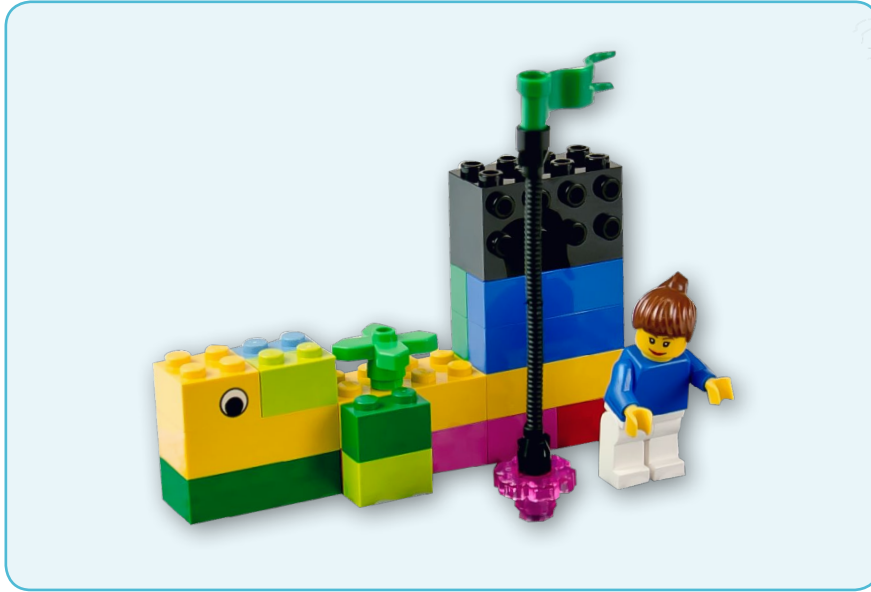
Add Your Own Questions:

Example Builds for 2nd-3rd Grades: Remember

Building Challenge:

Build a model that shows how you felt after you made the decision.

Build:



Reflection:

Making this decision made me feel happy and peaceful. I showed this by making a model of myself standing in a garden. I am standing beside a tree and a flower and in front of a high stone wall.

Facilitating Questions:

- Was there any part of making this decision that didn't make you happy? What could you add or change on your model to show this?
- If you put another person in the garden with you, who would it be and why? Do they share in your happiness?
- Which part of the model represents you?
- Why are you standing beside a tree? Why does being there make you happy?

Add Your Own Questions:



Note:

The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Example Builds for 2nd-3rd Grades: Imagine

Building Challenge:

Build a model that shows what you might do or say differently the next time.

Build:



Reflection:

The next time I have to make a decision like this, I will take more time to organize my things before I select the ones that I want to get rid of. I would organize the items by type and size to make it easier to decide what I should keep. Organization is important when making decisions.

Facilitating Questions:

- I noticed that there are some smaller elements inside of the blue sphere. What do they represent for you?
- How have you organized the items that you are sorting?
- I noticed that your model is kept in one corner of the build plate. Why did you decide to keep it all together instead of spreading it out?

Add Your Own Questions:



Note:

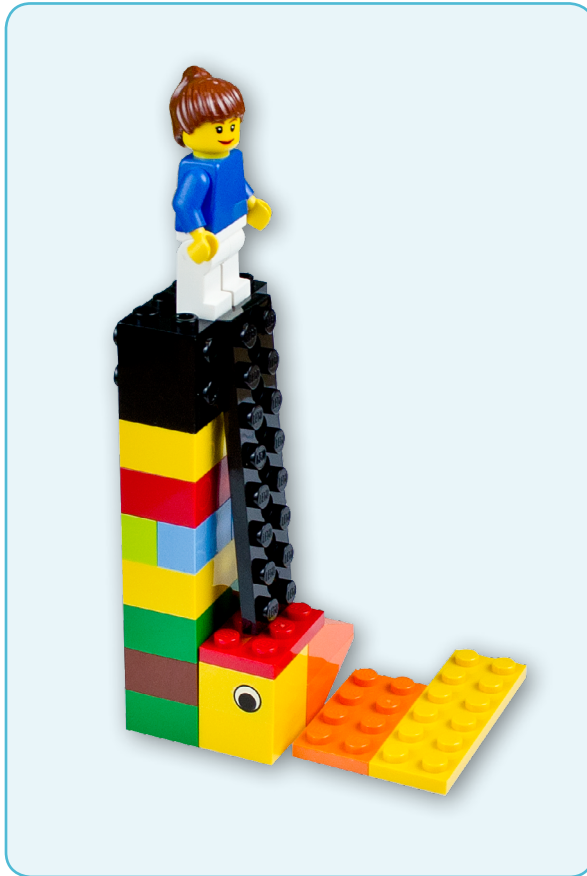
The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Example Builds for 2nd-3rd Grades: Conclude

Building Challenge:

Build a model that shows what you need to think about in order to make “good” decisions.

Build:



Note:

The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Reflection:

This is a model of me trying to make a good decision. I am standing on top of a big hill, so I can see all of the different choices all around me. I am being careful to not jump off the hill or fall down. I would also ask my mother and other people I trust for their thoughts and ideas before I make a big decision.

Facilitating Questions:

- If you could add another element to your model, what would it be and what would it represent?
- If you could add another “person” to your model, who would you add and what would you use to represent them? How does this person make it easier to decide?
- If someone were looking at your model, what lessons about making decisions would you want them to learn?

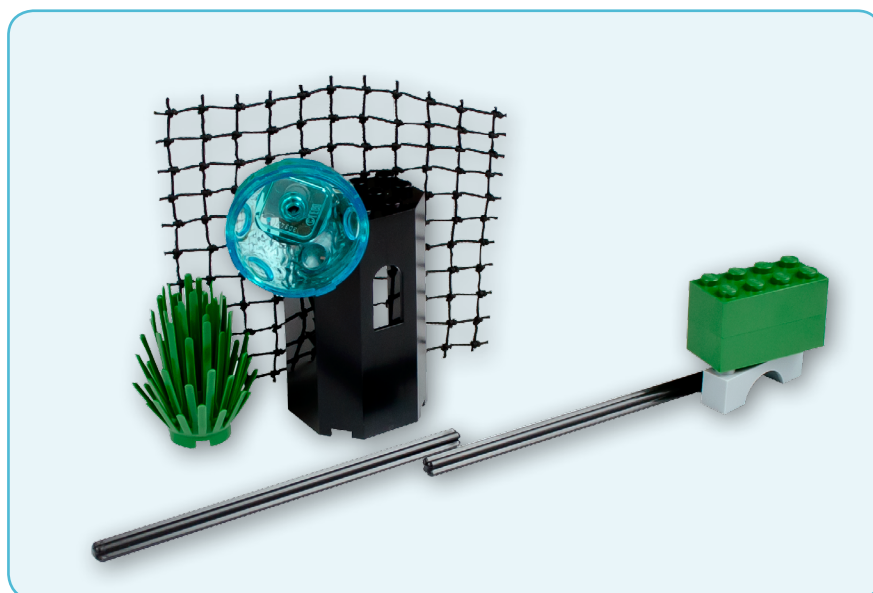
Add Your Own Questions:

Example Builds for 4th-5th Grades: Think About

Building Challenge:

Build a model that represents an innovation that has changed the way people live.

Build:



Note:

The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Reflection:

The innovation I think has most changed the way people live is electricity. Almost everything in my house runs on electricity. My model shows a satellite dish on the side of a house and a big cable running through the ground. Even when you are outside of the house, there are still things that run on electricity.

Facilitating Questions:

- It looks like some parts of your model are outside and some are inside. Why is that?
- What sorts of things would you put inside the house?
- What do think uses the most electricity in the house?
- What part of your house depends the most on electricity?
- Where do you fit into this model? Where do you use the most electricity?

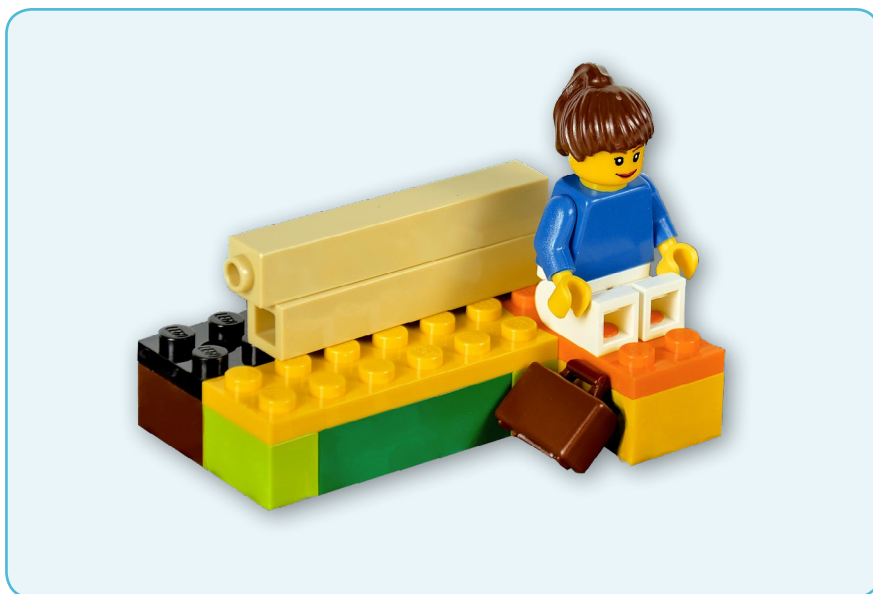
Add Your Own Questions:

Example Builds for 4th-5th Grades: Remember

Building Challenge:

Build a model that represents how this innovation affects your life.

Build:



Reflection:

Electricity has affected my life by giving me more free time. In the past, when no one had electricity, everyone had to do more work to meet their needs. Everyone had to work hard to make sure that they all had food and that all their work was done. My model shows me sitting on a bench at the airport. I have time to take a vacation because of the work electric machines can do for me.

Facilitating Questions:

- What sort of work do electrical machines help you with?
- Where are you going on your vacation? Will you still use electricity there?
- I noticed there is a bag next to the bench. Can you tell me about that?
- Is there anyone going with you on your trip? Why are they coming with you?

Add Your Own Questions:



Note:

The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Example Builds for 4th-5th Grades: Imagine

Building Challenge:

Build a model that represents what life might be like if this innovation had never existed.

Build:



Reflection:

If electricity had never been invented, life would be very different. We would have to do many daily tasks in different ways. My model shows me washing my clothes by hand. I am standing over a sink washing clothes while my white and colored laundry soaks in tubs. This is because without electricity, washing machines and other appliances in my house do not work.

Facilitating Questions:

- What other tasks or chores would you be required to do by hand if you didn't have electricity?
- How would you rather be spending your time?
- Is there anyone helping you with your chores? Will you need more people to help without electricity?
- What sort of clothes are you washing?
- What other chores do you need to do?

Add Your Own Questions:



Note:

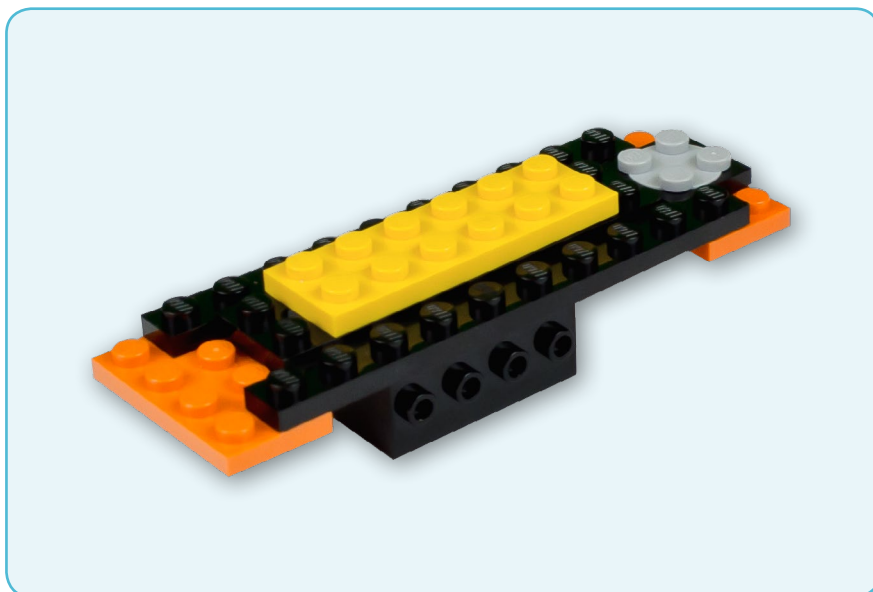
The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Example Builds for 4th-5th Grades: Conclude

Building Challenge:

Build a model that represents an innovation that does not yet exist but that would make people's lives easier.

Build:



Reflection:

My model shows a special table that lets me use all of the technology in my house at the same time all in one place. It has a computer built into the tabletop, a built-in television, and it can connect to the Internet.

Facilitating Questions:

- Where in your house would you place this table and why?
- What would you use this table for?
- How would this innovation change your life?
- If you could add one additional function, what would it be?

Add Your Own Questions:



Note:

The model, reflection, and facilitating questions found in this section are examples. They have been provided to illustrate possible types of models and stories students may create and to provide suggestions for effective facilitating questions in the context of a specific Building Challenge.

Name: **Teagan**Date and Subject: **June 9th, Character Education**

Recap and Reflect: Flowchart

Write the Building Challenge from the Challenge Card here:

Build a model that shows a decision you made earlier this week.

In the box below, attach a photo or sketch or write a description of the LEGO® model you created:



This is a model of the decision I made to help my dad by emptying the dishwasher for him.

Show how your ideas about your model connect and lead to new ideas.

Write your ideas in the boxes.

My dad is very busy.



He works very hard around the house.



I would like to help around the house too.



There are chores that I could do around the house to help my parents.



I am going to empty the dishwasher to help my dad.

Name: **Sam**Date and Subject: **June 9th, Social Studies**

Recap and Reflect: Journal Entry

Write the Building Challenge from the Challenge Card here:

Build a model that represents an innovation that has changed the way people live.

In the box below, attach a photo or sketch or write a description of the LEGO® model you created:



Write what your model means and the story behind it here.

My model shows a light bulb. The light bulb has been a very important invention. Without it, people would have to use candles if they wanted to see at night or in a dark room. Candles do not produce as much light as a light bulb and are more dangerous because if they are knocked over, they can start a fire. People are safer and their lives are easier because of the light bulb.

Name: **Rebecca**Date and Subject: **June 9th, Social Studies**

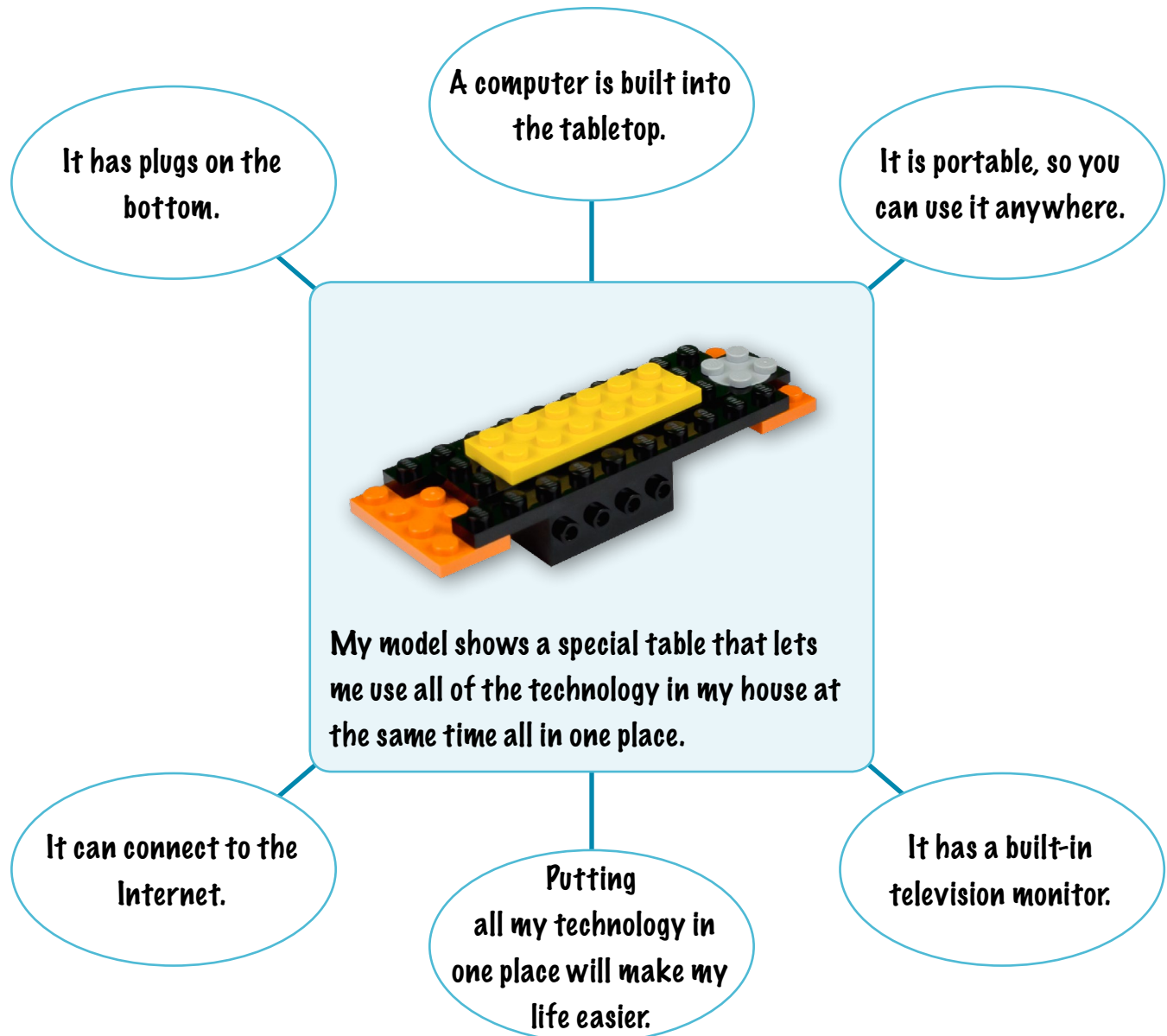
Recap and Reflect: Mind Map

Write the Building Challenge from the Challenge Card here:

Build a model that represents an innovation that does not yet exist but that would make people's lives easier.

In the box below, attach a photo or sketch or write a description of the LEGO® model you created:

Add your ideas about your model to the Mind Map.
Write in the bubbles and add more if needed.



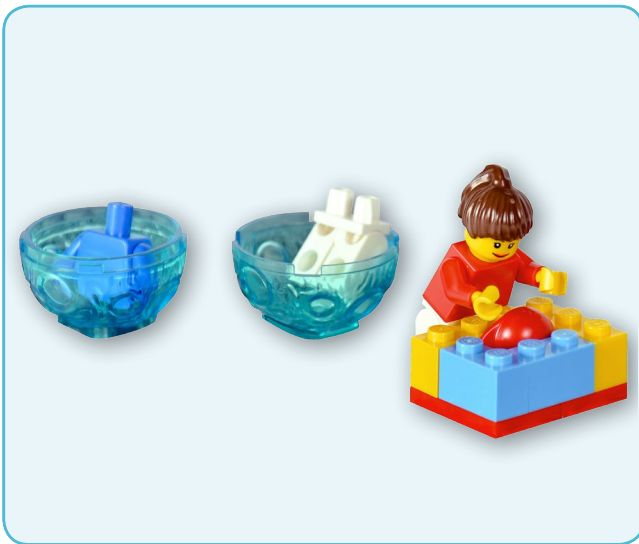
Name: **Rebecca**Date and Subject: **June 9th, Social Studies**

Recap and Reflect: Modify the Build

Write the Building Challenge from the Challenge Card here:

Build a model that represents what life might be like if this innovation had never existed.

First image of LEGO® model:



Second image of LEGO® model:



Write about the differences between the two images of your model.

In the first model, I showed myself washing my clothes outside in the back yard because without electricity, the washing machine, as well as the other electrical appliances in my house, would not work. In the second model, I have added a vegetable garden.

Write what your model means with these differences and the story behind it.

With these differences, my model shows how life would be even more difficult. Without electricity, grocery stores would not be able to keep their food fresh for very long. I have added a vegetable garden to my backyard to show that my family would have to grow some of their own food instead of buying it at the grocery store.

Name: **Rebecca**Date and Subject: **June 9th, Character Education**

Recap and Reflect: T-Chart

Write the Building Challenge from the Challenge Card here:

Build a model that shows what you need to think about in order to make a "good" decision.

In the box below, attach a photo or sketch or write a description of the LEGO® model you created:



Compare ideas about your model or models.
Write your ideas in the T-Chart below.

Go on a trip	Stay at home
<ul style="list-style-type: none"> - It would be fun. - I like adventure. - I could see a new place. - I could meet new people. 	<ul style="list-style-type: none"> - My parents would miss me. - I do not know where I would go. - It could be dangerous. - I would miss home.

Date:

Teacher\Classroom:

Dear Parents/Community Members,

We are excited to be incorporating a unique learning tool called LEGO® Education BuildToExpress into our daily activities. I would like to tell you a little bit about this tool, how we will be using it, and how it will help our students.

What is BuildToExpress?

LEGO Education BuildToExpress is a communication tool developed by teachers and educational specialists. Each set contains a variety of LEGO elements. The range of bricks, colors, and minifigures has been carefully selected to inspire students and stimulate creative thinking and expression. Using these elements as a hands-on tool, an educational process has been developed to help students communicate complex thoughts and ideas.

Why use BuildToExpress in the classroom?

- It appeals to many students with different learning styles.
- It promotes open discussion and a variety of viewpoints.
- It encourages creativity, reflection, and problem solving.
- It engages and motivates students to express their ideas.
- It supports students by giving them a hands-on tool to represent and communicate their ideas.
- It helps students practice active listening and develop confidence when others are listening to them.

How does BuildToExpress work?

The BuildToExpress process includes four phases:

1. **The Challenge:** The students will be given a Building Challenge, such as “Build a model that shows the different ways you communicate with other people.”
2. **Building:** The students build models with the LEGO elements provided in the BuildToExpress Sets to show their ideas about the Building Challenge.
3. **Sharing:** The students share their models with their group members by describing the different bricks they have chosen and what they represent.
4. **Recap:** The students review and reflect on what they have discussed and shared with each other.

Although the models built will not be used as marked assignments themselves, by having the students complete a process to communicate their thoughts and document and reflect on their ideas, LEGO Education BuildToExpress will help me assess the students' understanding of key concepts and encourage innovative thinking.

Over the course of the year, we will be documenting various builds with photos, videos, and written assignments so that you may share in your child's progress. I encourage you to ask about his or her experiences with LEGO Education BuildToExpress and to contact me if you have any questions.

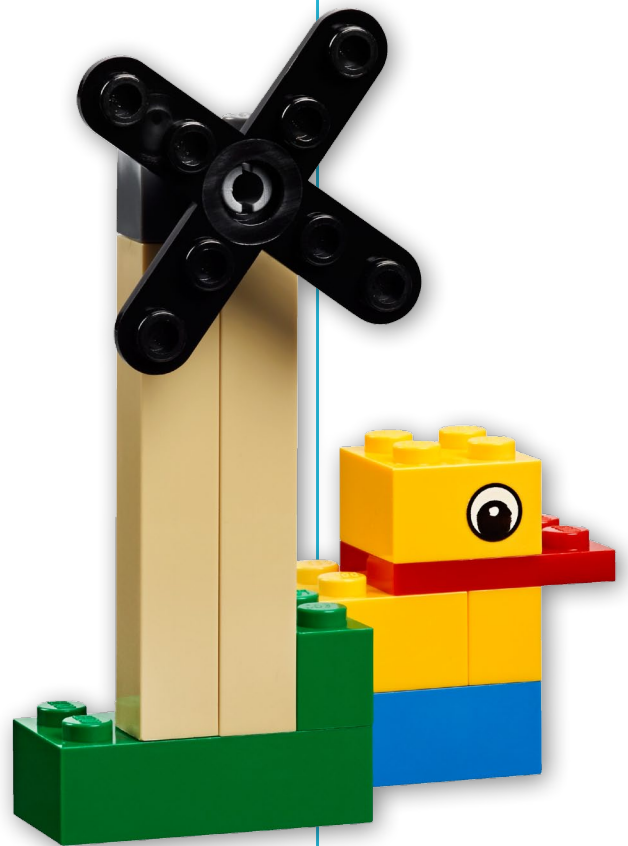
You can also learn more about LEGO Education BuildToExpress by visiting the LEGO Education Web site:

<http://www.legoeducation.us/BuildToExpress>

Sincerely,

LEGO® BuildToExpress Rules for Participants

1. The facilitator asks the participants to build.
2. The LEGO® model *is* your answer.
3. There are no wrong answers.
4. Think with your hands.
5. Listen with your eyes.
6. What counts is *your* meaning about *your* model.
7. Everybody takes part all the time.



LEGO® Education BuildToExpress Self-Guided Activity for Teachers

As a teacher, it is important to have a personal understanding of the LEGO® Education BuildToExpress process.

Use the self-guided activity below to walk through the same process your students will experience. Allow three to five minutes to complete each Building Challenge and another five to 10 minutes to share and reflect on your model.

This activity is a great way to get more familiar with the BuildToExpress process and to refresh the skills and experience gained from completing the BuildToExpress training. For more information refer to the Teacher's Guide for BuildToExpress.

This activity was designed to be completed independently but sharing the experience with a partner is encouraged if possible. When working with a partner, share your ideas verbally instead of writing them down. Alternatively, make copies of the Challenge Card activity pages included in the Self-Guided Activity for Teachers so that your partner can also complete and document his or her experience. Suggestions for how to lead a partner or small group through this activity have been included in italics throughout the process.

Follow the directions below to complete this series of Building Challenges.

Before you Begin:

1. Brainstorm a list of different types of conversations one might have over the course of a day.

Think about conversations you have had with family members or colleagues, phone calls with parents, or discussions with school administrators.

When working with a partner or small group, have one person record everyone's ideas on a blackboard or chart paper as others share their thoughts.

2. Expand on these ideas.

Reflect and write a list of where different types of conversations happen. Did the conversation take place face-to-face, over the phone, or over the computer? How do these different methods of conversation affect the conversation itself?

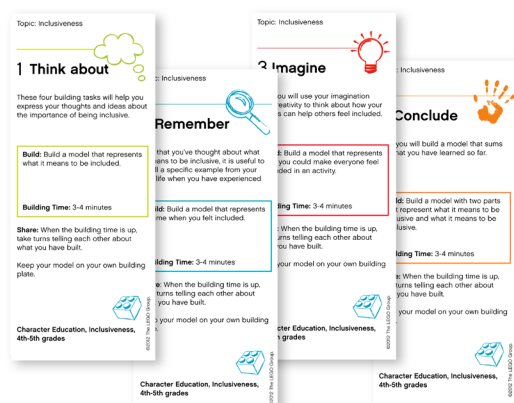
Build and Share:

Build and share your models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

This activity can be used to start a conversation with colleagues and administrators about how to implement the BuildToExpress process in your school. It can also be used to introduce parents and other community members to the BuildToExpress experience and help them understand its value in the classroom.



Challenge Card 1: Think About

1. Open your LEGO® Education BuildToExpress Set and complete the following Building Challenge:

Think About: Build a model that represents a conversation you had today.

2. Take a picture or draw your model here:

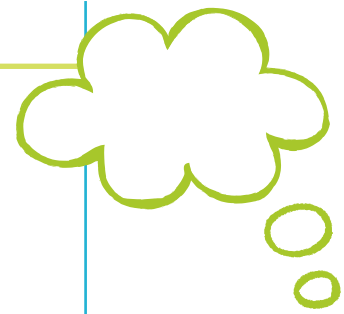
3. Share your ideas about the model you have created.
If you are completing this activity independently, write your ideas below in point form or in a paragraph.

When working with a partner or small group, take turns describing your own models.

4. Elaborate on your story.
Can you expand on these thoughts? Add more detail to what you have shared about your model. Facilitating questions like the ones below encourage deeper thought and reflection and prompt participants to provide additional details.

When working with a partner or small group, take turns asking each other the questions below or create your own questions to learn more about someone else's model.

Think about your model and respond to the following questions:	Response:
What is the most important part of your model? Why?	
Choose another element that is very significant to the meaning of your model. What does this specific element represent?	
If you removed one element, how would it change the model?	



Tip:

It is a good idea to document the model you have created so that it can be referenced or remembered later. The Recap and Reflect Worksheets located in the Support Material section of this activity pack are excellent tools to do this.



Tip:

General suggestions for facilitating questions have been pre-written for this activity for ease of independent use. When completing this activity with others, it is important to tailor the facilitating questions asked to the specific model that has been built. See the Quick Start Guide of this activity pack for more information on how to develop effective facilitating questions.

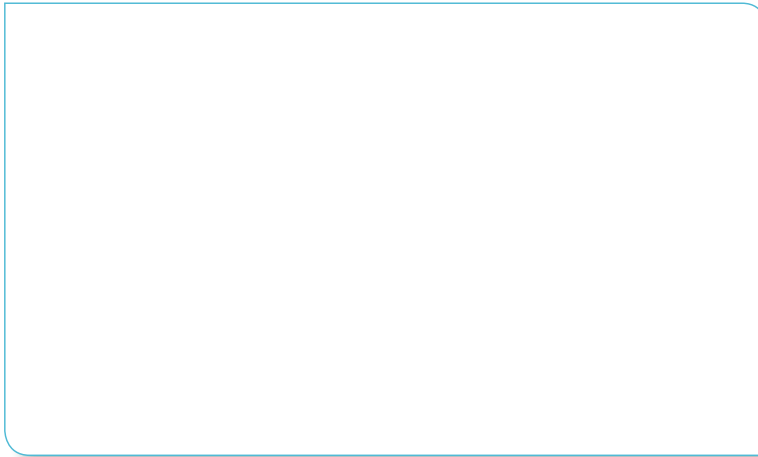
Challenge Card 2: Remember

Draw from your own experiences to expand your understanding.

1. Complete the following Building Challenge:

Remember: Think of another situation where you had a conversation like this with someone important in your life. Build a model that represents how that conversation made you feel.

2. Take a picture or draw your model here:



3. Share your ideas about the model you created.

This can be done verbally if a partner is present, or it can be done by writing ideas down in point form or in a paragraph.

4. Elaborate on your story.

Can you expand on these thoughts? Add more detail to what you have shared about your model.

Think about your model and respond to the following questions:	Response:
If you had more time to build and could change something about your model, what would you change and why?	
If you could add a person to your model, who would you add and why?	



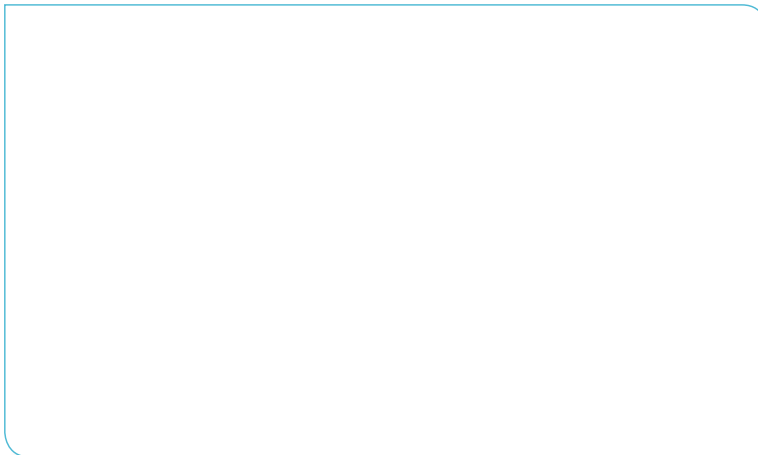
Challenge Card 3: Imagine

Having thought about the topic in more detail and reflected on past experience, you should have a deeper understanding of the topic.

1. Complete the following Building Challenge:

Imagine: Imagine that you are having this conversation with a person you do not know who lives and works in another country or community. Build a model that represents how this conversation would be different.

2. Take a picture or draw your model here:



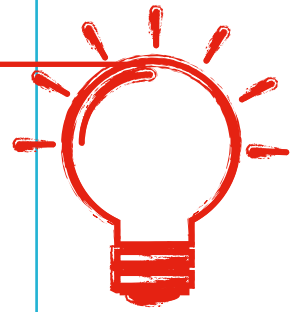
3. Share your ideas about the model you created.

This can be done verbally if a partner is present, or it can be done by writing ideas down in point form or in a paragraph.

4. Elaborate on your story.

Can you expand on these thoughts? Add more detail to what you have shared about your model.

Think about your model and respond to the following questions:	Response:
If you could add something to this model that would represent a way to make the conversation more effective or "better," what would it be and why?	
Think about where you have placed certain elements of your model. What does this placement mean?	



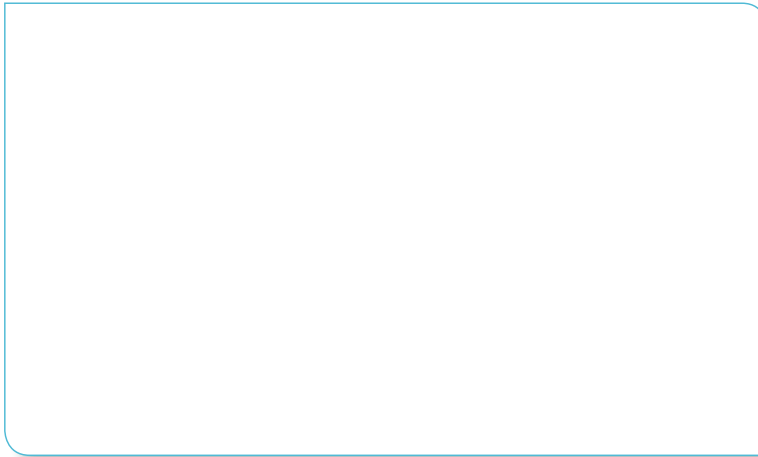
Challenge Card 4: Conclude

Reflect on what you have learned about conversation. Think about what you said or heard during this activity.

1. Complete the following Building Challenge:

Conclude: Build a model that represents a “good” conversation.

2. Take a picture or draw your model here:



3. Share your ideas about the model you created.

This can be done verbally if a partner is present, or it can be done by writing ideas down in point form or in a paragraph.

4. Elaborate on your story.

Can you expand on these thoughts? Add more detail to what you have shared about your model.

Think about your model and respond to the following questions:	Response:
What have you learned after reflecting on your model?	
If another person were looking at your model, what would they think is the most important element and why?	
If working with a partner or small group: If you could add something from somebody else's model, what would it be and why?	



What's Next?

- Reflect on your experience using LEGO® Education BuildToExpress. Think about what was rewarding and what was challenging about the experience. Brainstorm a list of ways you could see yourself using this process with your students or in your community.
- Think about a particular topic or idea that you would like your students to explore using BuildToExpress. Brainstorm some Building Challenges of your own, being sure to follow the model used throughout the BuildToExpress series (Think About, Remember, Imagine, Conclude). For more ideas, consult the Warm-Up Activities and the Building Challenge List located in the Support Material section of this activity pack.
- Use the Customizable Activity Plan and the Weekly Planning Calendar available in the Support Material section of this activity pack to develop and schedule activities including BuildToExpress in your classroom or community.
- Review the Recap and Reflect Worksheets found in the Support Material section of this activity pack. They are an excellent resource to encourage students to document and reflect on their models and ideas. Examples outlining possibilities for how these templates can be used have been provided in the Examples section of this activity pack.
- Share your ideas with colleagues and try out some of their ideas in your own classroom.

LEGO® Education BuildToExpress Building Challenge List

Curriculum Subject/Strand	Building Challenge: Build a model that represents . . .	2nd-3rd Grades	4th-5th Grades
English Language Arts			
Reading for Literature	Your favorite fictional character.	•	
	What you think is the setting from a story you have read.	•	
	A new (character/event/setting/ending) in a story that would make it more exciting.	•	
	What would be different about this story if (hypothetical situation) happened.	•	•
	What you think would happen to the main character or villain after the story ends.	•	•
	How you think (character) responded to (event) happening in the story.	•	•
	How you think a story written by one author is different from or similar to a story written by a different author.	•	•
	A suspenseful or exciting event from a story you have read.		•
	A character from a story you would like to meet or talk with and why.		•
	How a character from a story is similar to or different from you or someone you know.		•
	What you think about when you read a particular quote from a story or poem.		•
Reading for Informational Text	An important piece of information from a newspaper article you have read in class.	•	
	A time when reading instructions is important.	•	
	Two different events from an article you have read and how you think one led to the other.		•
	How you feel (when/in a situation where) you read for (fun/information).		•
	The difference between reading something written now and something written 100 years ago.		•
	What you think is the meaning of a particular word used in a text.		•
	What makes something “easy” to read or “challenging” to read.		•
Reading Foundation Skills	How you communicate with a friend or family member who lives far away.	•	
	How you felt the first time you read something by yourself.	•	
	You using clues other than words on the page to find information.	•	•
	A strategy to help you remember what you have read.		•

LEGO® Education BuildToExpress Building Challenge List

Curriculum Subject/Strand	Building Challenge: Build a model that represents . . .	2nd-3rd Grades	4th-5th Grades
Reading Foundation Skills	How you feel when you are asked to read out loud.		•
	What makes something easy or interesting to listen to when it is being read aloud.		•
Writing	Something (exciting/interesting) that you would like to write a (story/journal/ comic strip) about.	•	
	How you learned to (ride a bike/bake a cake/throw a ball).	•	
	A story one of your classmates told you today.	•	
	A situation in which writing (a note/journal) has helped you say something important.		•
	Something about your writing that you would like to improve.		•
	A prediction about what will happen in an upcoming chapter of a book or story.		•
	Something that you read in an article using (ten/eight/five) LEGO® elements.		•
Language	The difference between two (homonyms/opposites).	•	
	Your favorite descriptive word.	•	
	The meaning of a new word you invented.	•	•
	How you find out the meaning of a word or sentence you don't understand.		•
	A situation in which formal language is required and a situation in which you can speak casually.		•
	A situation in which learning new vocabulary is important.		•
Speaking and Listening	You asking a (character/historical figure) about his or her life experiences.	•	
	How to be a good listener.	•	
	How to remember details from a story or conversation.	•	•
	The most interesting thing about a classmate's presentation.		•
	Something you can do to make public speaking easier.		•
	What it means to be an active listener.		•
Mathematics			
Operations and Algebraic Thinking	Your teacher/classmate making an estimate about a group of objects.	•	
	A time when you have used (addition/subtraction/multiplication/division) to solve a real-life problem.		•

LEGO® Education BuildToExpress Building Challenge List

Curriculum Subject/Strand	Building Challenge: Build a model that represents . . .	2nd-3rd Grades	4th-5th Grades
Geometry	You organizing objects into groups by (shape/size/lines/angles).	•	•
	You using geometry to (find something/get somewhere).	•	•
Science			
Physical Sciences	You or someone you know using a simple machine to make daily tasks easier.	•	
	What life would be like if the force of gravity on Earth were different.	•	
	Something you do every day that changes matter.	•	•
	One way that your body can use and transfer energy.		•
	How you use one of your senses to learn about the world around you and what it tells you.		•
Life Sciences	Why you need to know how the water cycle works and how the water cycle affects your daily life.	•	
	What your life would be like if you were magically changed into a different organism (such as a plant/mammal/reptile/insect/bird/fish).	•	•
	A new type of plant that could live in a particular type of environment.		•
	The relationship between two different organisms in one ecosystem.		•
	A situation where an organism would need to move or change its habitat or one of its behaviors.		•
Earth and Space Sciences	A way you can help protect your local environment.	•	
	How life would be different if we lived on the bottom of the ocean.	•	
	Why it is important to learn about the Sun, Moon, and stars.	•	
	Why it is important to know how the solar system works.		•
	A model of yourself as a (volcano/earthquake/hurricane/tornado) and how you affect your environment.		•
	Your ideas on the relationship between two of Earth's major systems (such as geosphere/hydrosphere/atmosphere/biosphere).		•
	Something you have learned from looking closely at a (rock/plant/water sample).		•
	How extreme weather affects the lives of people who live in your community.		•
	How your life would be different if a particular natural resource was no longer available.		•
Engineering, Technology, and Applications of Science	A problem that someone you know faces that can be solved with technology.	•	
	You using a tool that someone invented to learn more about the natural world.	•	•

LEGO® Education BuildToExpress Building Challenge List

Curriculum Subject/Strand	Building Challenge: Build a model that represents . . .	2nd-3rd Grades	4th-5th Grades
Engineering, Technology, and Applications of Science	What an adult in your community would think about a current technology that you use.		•
	Yourself solving an engineering problem and the positive or negative effects of using your idea.		•
	How you think people should decide which technologies to (create/invest in/ purchase).		•
Social Studies			
History	An era in history that you would like to visit and why.	•	
	An historical figure with whom you would most like to have lunch and why.	•	
	An ancient civilization you wish you could visit and why.	•	•
	A job from the past that you would like to have and why.		•
	Something that has changed in the daily lives of people in the last 100 years.		•
	You as (a person from history), a member of your family as (another person from history), and how that affects your family.		•
	How your life would be different if you were born in (a different time period).		•
Geography	The place in the world you would most like to live for one year and why.	•	
	A method of finding your way when you are lost.	•	•
	A topographical feature that affects life in your community.		•
	One way the natural resources in an area can affect the size of the population.		•
Economics	Something made in your community that you could introduce to the rest of the world.	•	
	You using something other than money to get the things your family needs.	•	
	A day in the life of one of your town leaders.	•	•
	One of the major challenges of meeting the needs of people in your community.		•
	How you would spend tax money in your community.		•
Citizenship	Something that you would want to add to your community and why.	•	
	The type of leader that you like to follow.	•	
	A new rule that you would like to see in your home town and why.	•	•

LEGO® Education BuildToExpress Building Challenge List

Curriculum Subject/Strand	Building Challenge: Build a model that represents . . .	2nd-3rd Grades	4th-5th Grades
Citizenship	How your life would be different if you lived in another country.		•
	Why it is important to care about your community.		•
	What freedom means to you.		•
	You being a responsible adult.		•
	You introducing a newcomer to your community.		•
Culture	You passing a tradition on to someone you know.	•	
	You teaching a friend about something important from your culture without writing it down.	•	
	What you want adults to know about your generation and why.		•
	A way in which diversity and multiculturalism has helped you.		•
	Something about your culture that makes you proud.		•
	How an adult from your community would represent your generation.		•
	You using a second language.		•
Science and Technology	Why you think creating new technology is (good/bad) and why.	•	
	A new way to travel.	•	•
	Your favorite (discovery/invention) made in your home country.		•
	How the technology your generation uses will be remembered in the future.		•
Character Education			
Conflict Resolution and Mediation	How you feel when someone disagrees with you.	•	
	A good way to stop two friends from arguing.	•	
	Why it is important to listen when someone disagrees with you.	•	
	Someone you would trust to help you resolve a conflict.	•	•
	A time you helped settle someone else's argument.	•	•
	How to handle a situation in which someone has made a mistake.		•

LEGO® Education BuildToExpress Building Challenge List

Curriculum Subject/Strand	Building Challenge: Build a model that represents . . .	2nd-3rd Grades	4th-5th Grades
Conflict Resolution and Mediation	What it feels like to be chosen (first/second/last) for an activity.		•
	How you know when someone is upset.		•
	How you can calm down when in a tense situation.		•
	How you can help two people understand each other during a conflict.		•
Reflection	Something you are good at.	•	
	What you do to be a good friend.	•	
	What other people think you are good at.	•	•
	Why it is important to go back and think about what happened before.		•
	A time when it is important to reflect on your actions.		•
Personal Expression	You using something other than words to express yourself.	•	
	How you feel when you get to share your ideas with others.	•	•
	What you do to show when you are (happy/mad/sad/frustrated/excited/nervous).	•	•
	Your favorite way to express yourself.		•
	How you feel about a particular (subject in school/type of task) that you are often asked to do and why.		•
Creative and Critical Thinking	You looking for more information or learning about something new.	•	
	A TV commercial that does not seem honest.	•	•
	An activity or part of your day that inspires new ideas.		•
	How you would explain the difference between a fact and an opinion.		•
Goal Setting	A goal you would like to achieve.	•	
	Someone you know who has accomplished something you respect.	•	•
	How you stay organized to meet your goals.		•
	How you prepare for a test or challenge.		•

Grade Level: _____

Unit of Study: _____

Date: _____

Activity Plan:

Overview:

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Curriculum Connections:

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Before You Begin:

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Reflect on the Experience:

- Flowchart
- Journal entry
- Mind map
- T-Chart
- Modify the build
- Other:

Extension:

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Notes:

Build and Share:**Building Challenge 1: Think About**

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Facilitating Questions:

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Building Challenge 2: Remember

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Facilitating Questions:

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Building Challenge 3: Imagine

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Facilitating Questions:

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Building Challenge 4: Conclude

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Facilitating Questions:

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**Tip:**

Use the Customizable Challenge Card in this activity pack or the Challenge Card Creator on the *BuildToExpress Guide and Activity Pack* DVD to create a Challenge Card series for student use.

Notes:

Build and Share:**Examples of Student Builds:**

Place image of LEGO® model here.

Place image of LEGO® model here.

Place image of LEGO® model here.

Place image of LEGO® model here.

Notes:

Topic: _____

1 Think about



These four building tasks will help you express your ideas about:

Build:

Building Time:

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Subject and Grade Level: _____

Topic: _____

2 Remember



Now that you have thought about a specific example, it is useful to recall a time when:

Build:

Building Time:

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Subject and Grade Level: _____

Topic: _____

3 Imagine



Now we will use our imagination and creativity to think about:

Build:

Building Time:

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Subject and Grade Level: _____

Topic: _____

4 Conclude



Now we will build a model that sums up what we have learned so far.

Build:

Building Time:

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Subject and Grade Level: _____

Warm-Up Activities

The following BuildToExpress Warm-Up Activities have been provided as stand-alone Building Challenges and are not tied to specific curriculum standards. They can be adapted and used with students of any age to practice the BuildToExpress method and rules. Teachers can also use these activities to get to know their students at the beginning of the year, to practice general communication skills, or to provide students with a quick but meaningful change of pace in classroom instruction. For additional information on introducing students to BuildToExpress, see the Quick Start Guide or refer to the Teacher Training Guide found on the LEGO® Education *BuildToExpress* DVD.

Build a model that represents a scene from a story, television show, movie, or piece of music.

Encourage students to select a scene or piece of music that made them feel a strong emotion, that makes them think about something interesting, or provided inspiration for a new idea.

Adapt or expand on this Building Challenge by:

- Selecting a specific story or piece of music with which the class is familiar.
- Allowing students to select their own scene or piece of music to share with the class before building and explaining their model.
- Building a model that represents an idea inspired by the scene or piece of music.
- Focusing this Building Challenge on a scene from their lives or something that happened today.

Build a model that represents your idea of the perfect day.

Encourage students to share how they like to spend their free time and discuss their interests.

Adapt or expand on this Building Challenge by:

- Creating an icebreaker activity by asking students to build models that represent their favorite day of the week and why that day is so special.
- Focusing this Building Challenge on the perfect way to spend a rainy day and using student ideas to generate a list of activities for students on days when time outdoors is not an option.
- Asking students about the perfect place to spend an afternoon or who they would spend it with.

Build a model that represents a superpower you would like to have.

Encourage students to use imaginative play and creativity while revealing their interests and developing their communication skills.

Adapt or expand on this Building Challenge by:

- Using this Building Challenge as an icebreaker activity.
- Focusing the Building Challenge on a strength or skill that students would like to cultivate in themselves.
- Building vocabulary by asking students to give synonyms for the superpowers they have identified.

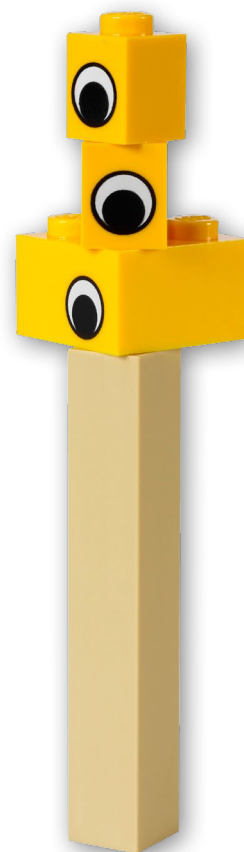
Build a model that represents something that makes you really happy.

Encourage students to reflect on their own emotions and the impact that relationships, choices, activities, or surroundings have on their well-being and mood.

Adapt or expand on this Building Challenge by:

- Focusing the Building Challenge on another emotion, such as anger, sadness, silliness, or frustration.
- Encouraging empathy by asking students to build a model that represents something that makes a friend or family member feel the same way.

Tip: Many of these activities are not structured into four build phases (Think About, Remember, Imagine, Conclude) like the curriculum connected Challenge Card sets. They can, however, be tailored for use with curriculum standards. Please see the Building Challenge List provided in the Support Material section of this activity pack for more curriculum-specific ideas.



Build a model to represent who you would be if you could switch places with someone else for one day.

Encourage students to think about community members, fictional characters with whom they are familiar, or historical figures from another era or part of the world.

Adapt or expand on this Building Challenge by:

- Narrowing the options from which students may choose to switch places with a character from a specific book, local figure, or person they have met.
- Asking follow-up questions to encourage each student to think about his or her point of view and how the person with whom they are switching would feel about trading places.

Build a model that represents an adventure you would like to have.

Encourage students to think about a real or imagined adventure.

Adapt or expand on this Building Challenge by:

- Selecting certain adventures based on a specified location, time period, means of travel, or list of activities that would be involved.
- Focusing on an adventure with a connection to a particular vocabulary word, such as *thrilling* or *mystical*.
- Encouraging students to “bring a friend” on their imagined adventure.

Build a model that represents something you did not think you would be able to do but did anyway.

Encourage students to reflect on their own development and progress by asking them to describe a perceived challenge or obstacle they have overcome.

Adapt or expand on this Building Challenge by:

- Having students repeat this Building Challenge regularly to examine their progress over time, such as during a sports season, a school semester, or a month of regular practice.
- Discussing the benefits of undertaking challenges in general.
- Sharing strategies for dealing with challenging situations or tasks.

Build a model that represents something you are proud of.

Encourage students to identify personal achievements, personality traits, or progress of which they are proud.

Adapt or expand on this Building Challenge by:

- Providing students with a particular time period to draw from. Students may identify something they are proud of today, this week, or this year.
- Asking students to identify and compare what they are proud of with something that someone else may admire or respect about them.

Build a model that represents your most valued possession and why it is important to you.

Encourage students to reflect on the traits that make something valuable.

Adapt or expand on this Building Challenge by:

- Building a model that represents the most valued possession of a character from a story, a historical figure, or someone they know.
- For older students, focusing on intangible possessions such as rights and freedoms.

Build a model that represents a great idea that would improve student life at school.

Encourage students to consider their surroundings and daily routines and imagine them in a new and different way.

Adapt or expand on this Building Challenge by:

- Asking students to focus on a specific part of student life such as recess or lunchtime.
- Investigating the effects that these changes would have on student life, both positive and negative.
- Investigating and discussing the feasibility of their ideas and creating or modifying their models after class discussion.
- Focusing the Building Challenge on a great idea that would improve life in the greater community.

Build a model that represents a rule everyone should follow.

Encourage students to think critically about the way they interact and relate with one another, their surroundings, or their daily routines.

Adapt or expand on this Building Challenge by:

- Introducing this Building Challenge at the beginning of the school year or term to define classroom expectations and revisiting it regularly to promote student ownership and identification with classroom rules and routines.

Build a model that represents the best way to find out something you would like to know.

Encourage students to reflect on and share independent inquiry skills. This Building Challenge could focus on everyday classroom management and organizational questions that arise about “what to do next,” or it can be directed towards a specific research goal and strategies to find particular types of information.

Adapt or expand on this Building Challenge by:

- Asking students to represent how another person would find out something they would like to know.
- Giving students a specific question to answer through independent research.
- Using the Building Challenge to help prepare students for a research assignment.

Build a model that represents how you would prepare your perfect meal.

Encourage students to think about what they consume and how it impacts their overall well-being.

Adapt or expand on this Building Challenge by:

- Introducing it during a Healthy Living unit.
- Discussing daily eating habits and how the meal they have represented is similar to or different from what they eat each day.
- Brainstorming ideas for new and imaginative foods and food combinations.
- Asking students to build a model that represents the perfect healthy meal.

Classroom: _____ Grade Level: _____ Week of: _____

Weekly Planning Calendar

Monday

Time of Lesson:

Unit of Study:

Build Statement(s):

Tuesday

Time of Lesson:

Unit of Study:

Build Statement(s):

Wednesday

Time of Lesson:

Unit of Study:

Build Statement(s):

Thursday

Time of Lesson:

Unit of Study:

Build Statement(s):

Friday

Time of Lesson:

Unit of Study:

Build Statement(s):

Notes:

Name: _____

Date and Subject: _____

Recap and Reflect: Flowchart

Write the Building Challenge from the Challenge Card here:

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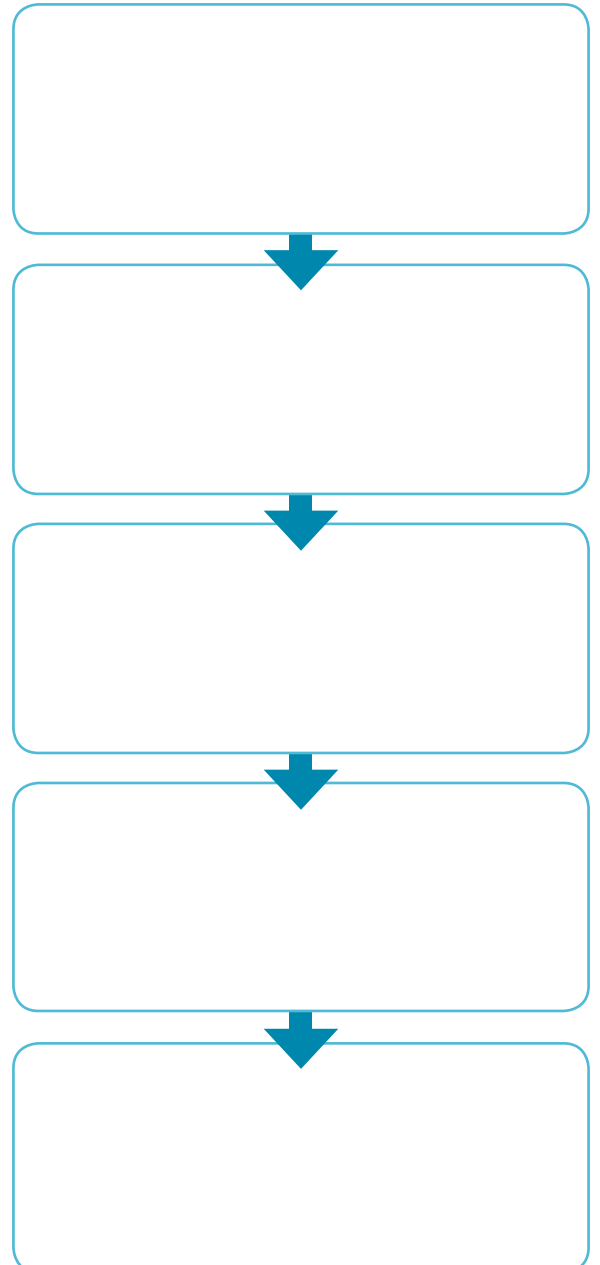
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In the box below, attach a photo or sketch or write a description of the LEGO® model you created:



Show how your ideas about your model connect and lead to new ideas.

Write your ideas in the boxes.



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graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]
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Name: _____ Date and Subject: _____

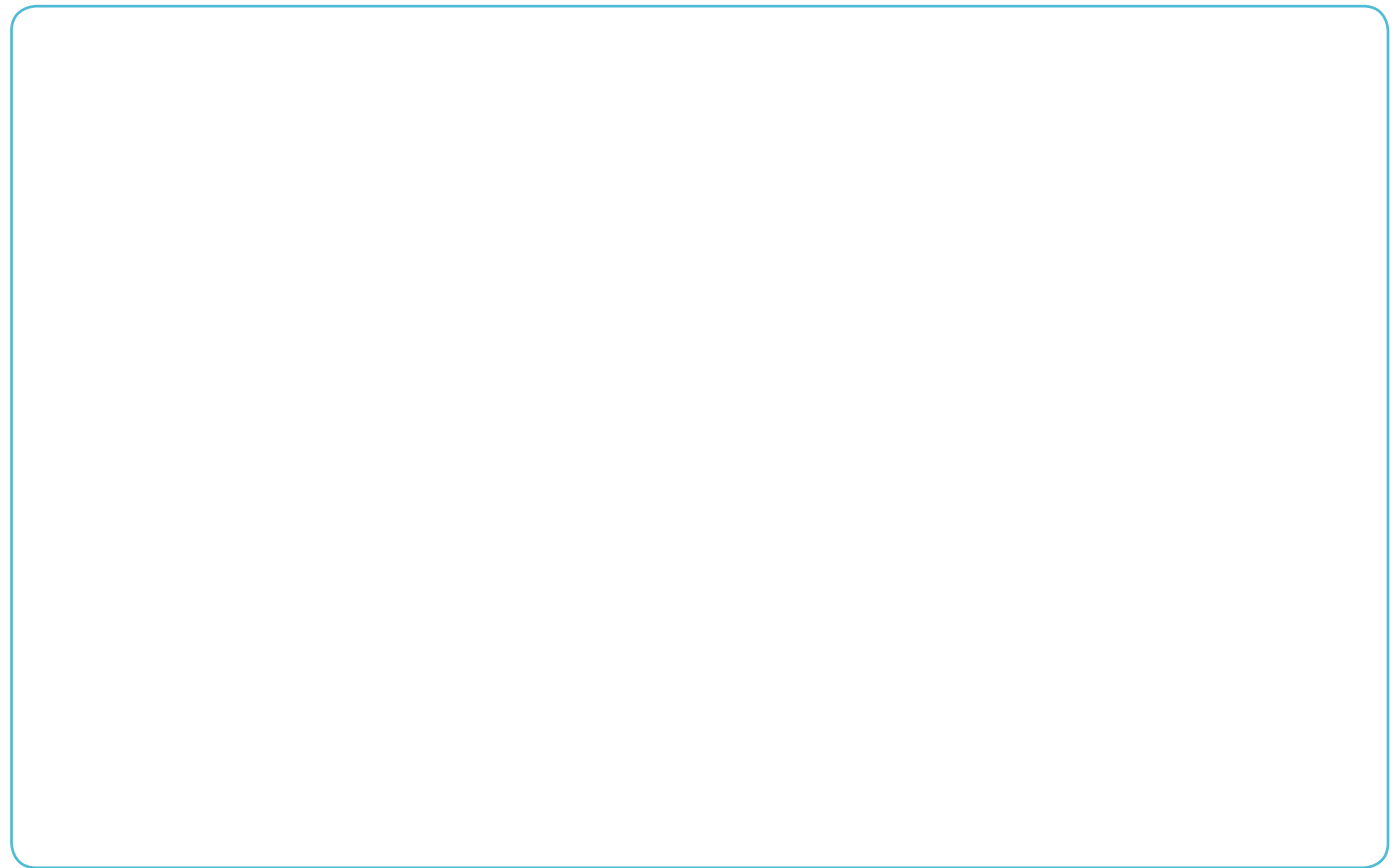
Recap and Reflect: Journal Entry

Write the Building Challenge from the Challenge Card here:

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In the box below, attach a photo or sketch or write a description of the LEGO® model you created:



Write what your model means and the story behind it here.

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Name: _____

Date and Subject: _____

Recap and Reflect: Mind Map

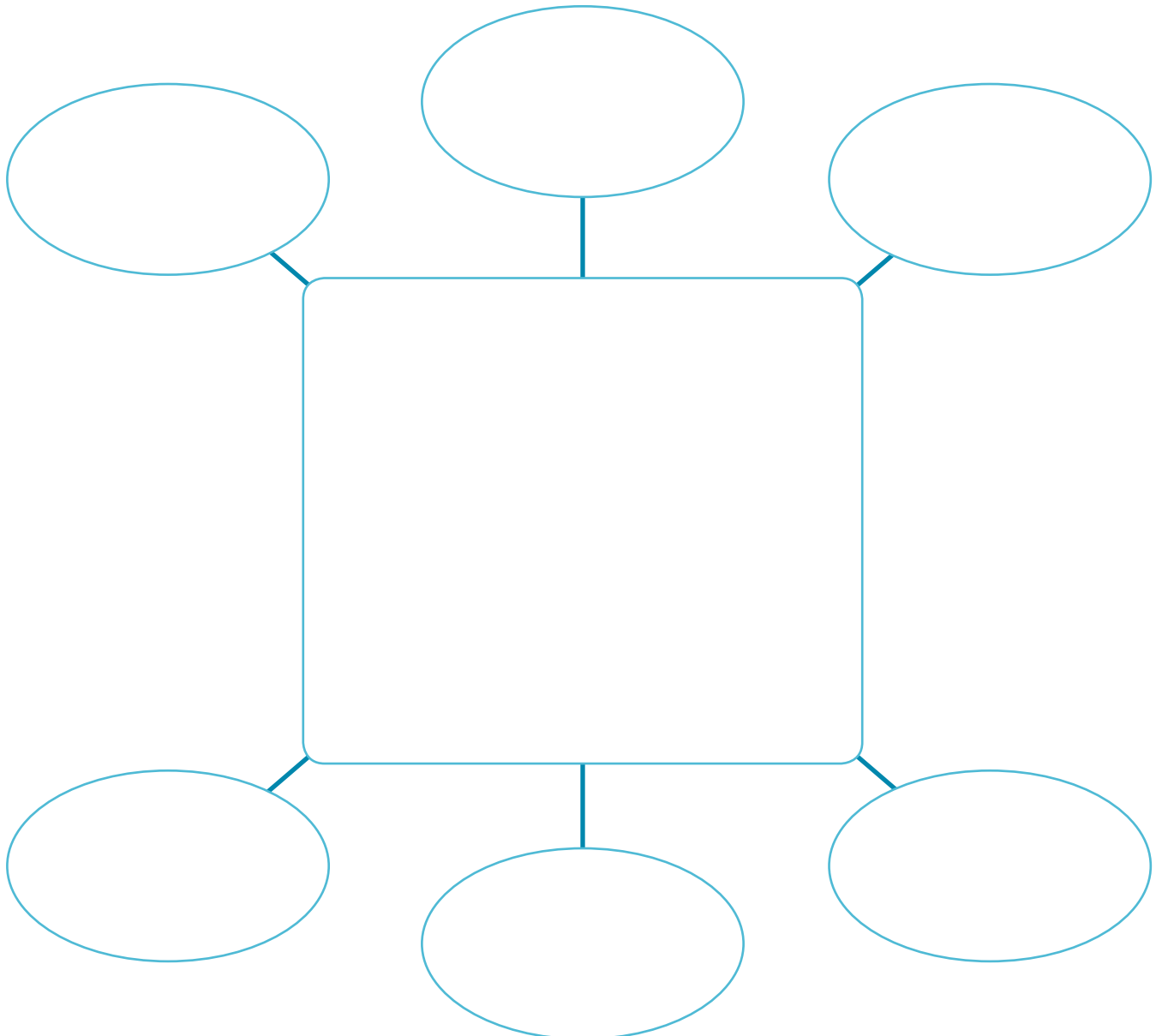
Write the Building Challenge from the Challenge Card here:

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In the box below, attach a photo or sketch or write a description of the LEGO® model you created:

Add your ideas about your model to the Mind Map.
Write in the bubbles and add more if needed.



Name: _____ Date and Subject: _____

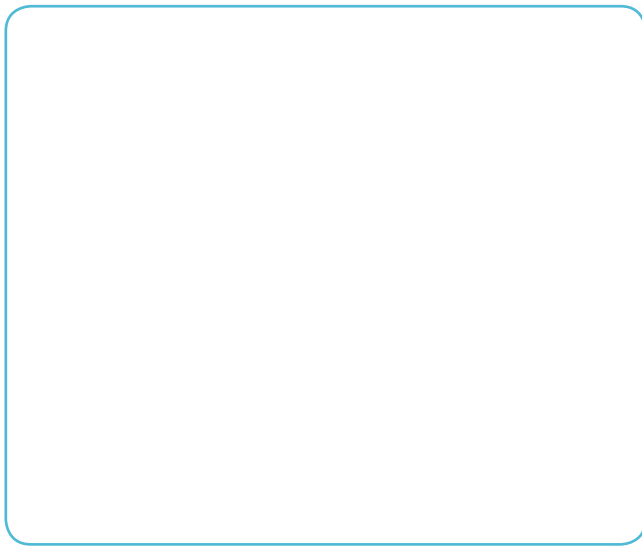
Recap and Reflect: Modify the Build

Write the Building Challenge from the Challenge Card here:

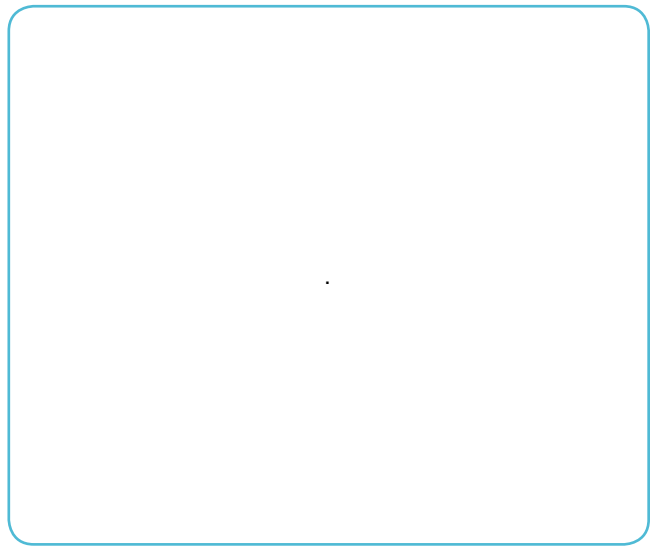
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First image of LEGO® model:



Second image of LEGO® model:



Write about the differences between the two images of your model.

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Write what your model means with these differences and the story behind it.

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Name: _____

Date and Subject: _____

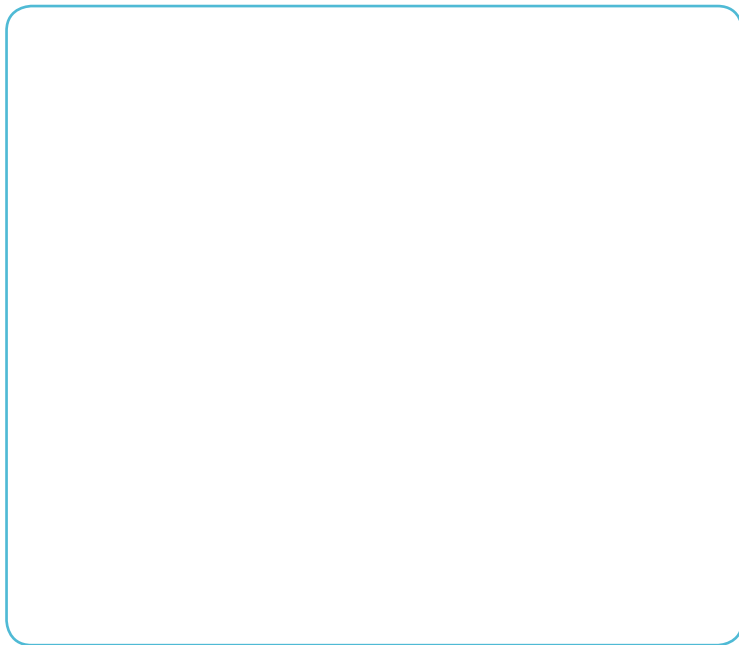
Recap and Reflect: T-Chart

Write the Building Challenge from the Challenge Card here:

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In the box below, attach a photo or sketch or write a description of the LEGO® model you created:



Compare ideas about your model or models.
Write your ideas in the T-Chart below.

Name: _____

Date and Subject: _____

LEGO® Education BuildToExpress Self-Evaluation Rubric: 2nd-3rd Grades

Think carefully about your experience building and sharing models with LEGO® Education BuildToExpress.

Read the statements below and circle the answer that describes how you feel about your experience.				
I understand and follow the BuildToExpress rules.	Sometimes	Often	Usually	Always
I think carefully about the Challenge when I build my model.	Sometimes	Often	Usually	Always
I use my building time well.	Sometimes	Often	Usually	Always
I share my ideas about my model and include interesting details.	Sometimes	Often	Usually	Always
I share my ideas about my model and include a lot of details.	Sometimes	Often	Usually	Always
I listen attentively when other people share their ideas.	Sometimes	Often	Usually	Always
I am happy with the elements I have chosen and the ideas I have shared.	Sometimes	Often	Usually	Always
I feel _____ when I share my ideas.	Shy	Comfortable	Confident	Proud

How can you make this experience better for yourself or other people in your class?

Write one idea here:

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Name: _____

Date and Subject: _____

LEGO® Education BuildToExpress Self-Evaluation Rubric: 4th-5th Grades

Think carefully about your experience building and sharing models with LEGO® Education BuildToExpress.

Read the statements below. Give yourself a score between one and four, where one is “not true” and four is “very true.”				
I understand and follow the BuildToExpress rules.	1	2	3	4
I reflect and think before I begin to build my model.	1	2	3	4
I manage my time well.	1	2	3	4
I stay focused and on task through every phase of this activity.	1	2	3	4
I try to include interesting details when I am explaining my thoughts about my model.	1	2	3	4
I try to include a lot of details when I am explaining my thoughts about my model.	1	2	3	4
I use grade-level-appropriate vocabulary when sharing my model.	1	2	3	4
I use active-listening skills when others are sharing their models.	1	2	3	4
I ask supportive, nonjudgmental questions when others are sharing their models.	1	2	3	4
I think carefully about the ideas that other people share.	1	2	3	4
I am happy with the elements I have chosen and the ideas I have shared.	1	2	3	4
I feel confident and capable when I am sharing my ideas.	1	2	3	4
I think the ideas that I have shared are valuable.	1	2	3	4

How can you make this experience better for yourself or other people in your class?

Write one idea here:

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