Welcome to LEGOLAND California

**Education Programs:** "Build & Tell" was developed by the LEGOLAND Education Department, in cooperation with LEGO® Education. For information on LEGOLAND Education programs, visit [www.LEGOLAND.com/education](http://www.LEGOLAND.com/education).

**Arrival and Entry:** Please arrive 30 minutes before your program. Teachers must be present during staff-facilitated 45-minute program.

**Extended Learning in the Park:** Discovery page is are provided to guide your experience on recommended rides and attractions, to enhance the educational experience and provide applied learning.

**Recommended Rides and Attractions** enhance the educational experience and extend applied learning. Worksheets are provided to guide your experience.

**Lunches:** School groups may bring lunches in disposable containers and use self-storage bins. Lunches may be pre-ordered when you book your program, or purchased at LEGOLAND restaurants.

**Safety:** LEGOLAND Parks are built to the highest standards of quality and safety. Height restrictions apply on selected attractions throughout the park.
Background Information—Before and After the Visit

Do you have a favorite story? A good story has three main elements: Setting, Character, and Plot.

Think of a story you like, and name the three important elements.

**SETTING** is where the story takes place. Does the story take place in a castle, on a pirate ship, at home, or in another place?

**CHARACTERS** are the actors in the story. Who are the characters in your favorite story? Are they pirates, a family, a hero, or maybe they are three little pigs!

**PLOT** is the action in a story. What happens in the story? Usually, the main character in the story has to solve a problem, meet a challenge, or go on a journey.

On the Fairy Tale Brook ride at LEGOLAND, you can see LEGO models of characters in some classic fairy tales. Test your memory and find answers to the questions, below.

Who are the characters in the stories? Where do their stories happen? What is the action or plot in the story—are the characters going on a journey? Do they solve a problem or meet a challenge?

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**Hands-On Activities**

**Build a Story!**

Enter the Imagination Zone! LEGOLAND staff facilitates this program.

Students are asked to join the secret LEGOLAND development team! Students build plot, setting, and characters, stimulated by hands-on building with specialty elements from LEGO Education Build To Express kits. Students take structured roles as Listener and Storyteller, to enhance both listening and speaking skills.
Discovery at LEGOLAND

**Remember:**

*Setting* is where the story takes place.

*Character* is the actor in the story. This might be a person or an animal.

*Plot* is what happens in the story. The character might solve a problem, meet a challenge, or go on a journey.

**Friends Forever Stage in Heartlake City**

Watch the “LEGO Friends to the Rescue” show. See if you can discover....

1. Who is the main **character** in the show?
   
   ________________________________________________________________

2. Who are some of the other **characters**?
   
   ________________________________________________________________

3. Where does the story happen, what is the **setting**?
   
   ________________________________________________________________

4. Tell what happens in the story, the **plot**. What is the problem that needs to be solved? What does the main character do to solve the problem?
   
   __________________________________________________________________
   
   __________________________________________________________________
   
   __________________________________________________________________

**The Dragon Coaster**

Ride The Dragon Coaster.

Watch carefully at the beginning of the ride and find the story!

1. Who are the **characters**?
   
   ________________________________________________________________

2. Where does the story take place, what is the **setting**?
   
   ________________________________________________________________

3. What do the characters do? Do the characters go on a journey....are you a character in this story?!
   
   ________________________________________________________________
   
   ________________________________________________________________
About Build & Tell

Learning Outcomes

- Learn about plot, setting, and character.
- Design and build a model that expresses the elements of a story—plot, setting, and character.
- Present a created story and tell the story to a peer or larger group.
- Identify plot, setting, and character by listening to a peer.
- Explore and discover plot, setting, and character in targeted LEGOLAND rides and shows.

California Next Generation Science Standards

K-2 Engineering Design
K-2-ETS1-2. Develop a simple...physical model to illustrate how the shape ...helps it function to solve a given problem.

K-2 Matter and Its Interactions
2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include...building bricks...]

GRADE 3-5 Engineering Design
3-5-ETS1-2. Generate and compare multiple possible solutions...based on how well each is likely to meet the criteria....

The performance expectations above were developed using NRC Framework for K-12 Science Education:

Science and Engineering Practices

Asking Questions and Defining Problems
Developing and Using Models... based on evidence to represent a proposed object or tool. (K-2-ETS1-2)
Analyzing and Interpret Data from tests of an object...to determine if it works as intended. (K-2-ETS1-3)
Planning and Carrying Out Investigations ...to...test a design solution. (3-PS2-2)

Construct Explanations and Design Solutions
Generate & compare solutions...based on how well they meet criteria....(3-5-ETS1-2)

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems
- A situation people want to change or create can be approached as a problem to be solved through engineering.(K-2-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)
- Different...solutions can be compared on the basis of how well each one meets the criteria for success.... (3-5-ETS1-1)

ETS1.B: Develop Possible Solutions
- Designs can be conveyed through...models (and) are useful in communicating...solutions. (K-2-ETS1-2)
- Communicating with peers about proposed solutions...can lead to improved designs. (3-5-ETS1-2)

ETS1.C: Optimizing the Design Solution
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)
- A great variety of objects can be built up from a small set of pieces. (2-PS1-3)
- (Test) different solutions to determine which best solves the problem, given the criteria and constraints. (3-5-ETS1-3)

Crosscutting Concepts

Structure and Function Shape and stability of structures of ...designed objects are related to their function(s). (K-2-ETS1-2)

Cause and Effect Events have causes that generate observable patterns. (2-PS1-4).
Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)
Energy and Matter Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-)

Common Core State Standards Connections K-2 and Grades 3-5

ELA/Literacy –
W.2.8 Recall information from experiences...to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)
SL.2.5 Create...visual displays to...recount experiences...to clarify ideas.... (K-2-ETS1-2)
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

Mathematics –MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3) (3-PS2-1)
MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3) (3-PS2-1)