**Building Blocks of Imagination**

When you hear the word *Lego*, I bet you think of just one thing: plastic bricks.

These blocks can be put together to make cars, trains, and many other shapes. Then they can be taken apart and built into something new. But Lego bricks are more than just building blocks; they are learning toys. Maybe that is why children have loved them for more than 50 years. While they play, kids use their imaginations. Sure Lego blocks might be bad for your bare feet, but they are good toys for your brain. Playing with them helps children become better thinkers.

But where did Legos first come from? The story begins in Denmark. It was 1932. A carpenter named Ole Kirk Kristiansen started a new business. He made cars, animals, and yo-yos out of wood. Later he named his company Lego. The name means “play well” in Danish. When plastic was available, the Lego company started making plastic dolls. The famous bricks weren’t invented yet. In 1959, the blocks with their special lock-together shape first went on sale. Within a few years, Lego bricks were sold all over the world. Soon special kits like pirates and astronauts were sold. Today popular sets include Star Wars Lego and Harry Potter Lego. It is amazing what a few bricks and some imagination will produce. Since their beginning, more than 300 million kids have owned a Lego set. Just this year, more than six billion bricks will be made for all the Lego lovers around the world—like you!

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1. What does the word Lego mean in Danish?
   - Plastic blocks
   - Imagination
   - Play well

2. What is the main idea of this passage?
   - Lego blocks come from Denmark.
   - Lots of people love Lego blocks.
   - You can buy Star Wars Lego sets.

3. What is a detail that supports the main idea?
   - Playing with Lego blocks is good for your brain.
   - Lego blocks were invented in Denmark in 1959.
   - More than 300 million kids have owned a Lego set.

4. Do you like playing with Lego blocks? Why or why not.

**Parent Tips**
1. Have the student read the ENTIRE story to himself & answer the questions.
2. Time the student while he reads aloud for exactly 1 minute. Do not help fix mistakes.
3. If the student is stuck on a word for 2 seconds, say the word & count it as a mistake.
4. Record the number of words read and the number of errors. Subtract: words read – errors = total words read correctly.
5. Now, help fix mistakes.
6. You may wish to read the story out loud as a model for fluent reading.
7. Repeat the steps other days.