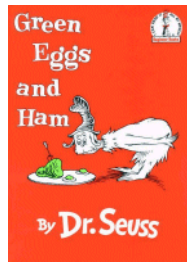


# Green Eggs and Ham



***Sam-I-Am has finally gotten his friend to try green eggs and ham. Can you build and set a nifty table for him to dine on?***

**Materials:** Green Eggs and Ham by Dr. Seuss DUPLO bricks

Hula hoops 4 plates with green eggs (no ham – Friend is on a low-sodium diet) 4 forks 4 napkins 1 table cloth

**Intro:** Review rules and procedures for LEGO Engineering. Read aloud “Green Eggs and Ham”. Sam-I-Am is trying to persuade the narrator to eat green eggs and ham by offering it to him in different ways.

Eventually, Sam's persistence wins him over and he tries and enjoys green eggs and ham. ***Ask:***

Have you ever not wanted to try something new? Why or why not?

What food have you tried that was new and different?

Did you like it?

Would you ever try green eggs and ham?

What were some of the ways that Sam-I-Am tried to get his friend to eat the green eggs and ham?

What happened when the friend finally agreed to try some?

**Challenge:** Explain that Sam-I-Am is very excited that his friend is willing to eat the green eggs and ham and he wants the experience to

be as nice as he can possibly make it. To do that, he needs some help. Each DUPLO group will be given a box of DUPLO, a hula hoop to keep the construction in while building, a tablecloth, a napkin, a fork, and a plate with a plastic green fried egg on it. Students will need to build a table for these things. The table must be on four legs and be high enough that the tablecloth doesn't touch the floor. The table must be sturdy and big enough to hold the plate, folded napkin and fork.

**Build:** Divide students into four work groups. Have groups work together to build a table from DUPLO and then set it correctly with a tablecloth, plate, napkin and fork. Monitor each group by observation and asking pertinent questions: "Your table seems to wobble. What can you do to make it sturdier?" and "How can you make the table top bigger to hold the plate, napkin and fork?" Allow students time to build.

**Debrief:** Gather the students back together and discuss problems they had and how they solved them. Ask "What worked best?" "What didn't work?" "What did you wish you had more of?"

**Presentation:** Visit each group's construction. The group presenting are the called the "Sitters" because they sit and describe what they've done. The teacher and the rest of the class are called the "Standers" because they stand around the presenters in a circle to observe and ask questions. The standers and the sitters change depending on the group presenting. Which groups solved the problem and built a wonderful table for Sam-I-Am's friend?