

Home, Sweet Home



Frog lives in a bucket, but suddenly, he has to find a new home! Can any of his friends in the garden take him in? Will he ever find somewhere else to live?

Materials: Home, Sweet Home by Caroline Pitcher DUPLO bricks

Hula hoops 4 DUPLO Base Plates 3 frogs per group of four students

Intro: Review rules and procedures for LEGO Engineering. Introduce the book “Home, Sweet Home”. Read aloud and discuss the story. Ask them to tell the story back to you. **Ask** the children why Frog went looking for a new bucket, instead of looking for a pond or a lake. **How do they think Frog felt when he was searching? What places did he think about moving into? Were they good choices? Why or why not? What do they think happened to Frog when he went to live in the pond? Do they think he was happy in the end? Have students pay particular attention to the pond – what do they see?**

Challenge: Each group will be responsible for **building a pond or lake habitat for their frogs. The habitat must be a place where the frogs can find shelter and food. In addition, they must make one of the other places that Frog thought about living in – the rain barrel, pot, pile of leaves, hole, spider web. During the presentation part they must show their frogs in this first place, and explain why it was not a**

good place for the frogs to live, and then move the frogs to their pond or lake. How will they do this?

Build: Divide students into four work groups. Have groups work together to build an inappropriate place and a suitable place for their frogs to live. Monitor each group by observation and asking pertinent questions: ***“How can you use DUPLO blocks to look like a place the frogs will feel safe and at home in?”*** and ***“What things did you see in the pond?”*** 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 were able to build a habitat for their frogs?