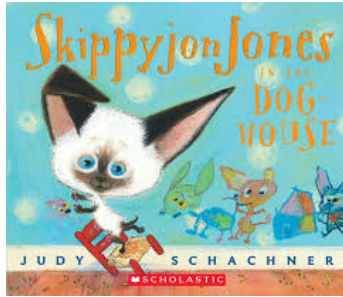


# Skippyjon Jones In the Dog House



*In his room for a time-out, Skippyjon Jones lets his imagination take him to a shack where his dog friends are hiding out from a bad bandito. How will Skippyjon save his friends?*

**Materials:** Skippyjon Jones In the Dog House by Judy Schachner

DUPLO bricks Hula hoops DUPLO Base Plates 1 dog stuffie per group

**Intro: Review** rules and procedures for LEGO Engineering. Introduce the book “Skippyjon Jones In the Dog House”. **Read aloud** and discuss the story.

**Ask questions...** Between what times did Skippyjon Jones create his art? • Did Mama Junebug Jones like his artwork? • What does Skippyjon Jones think he is? • Where does Mama Junebug put Skippyjon? • What did Skippyjon take with him to the doghouse? • What title did Skippyjon Jones give himself? • When he went into the doghouse, what did he find? • What does the word “amigos” mean in English? Frijoles? Cinco? • What kind of burrito did the Chihuahuas roll Skippyjon into? • Where did the perritos toss Skippyjon Jones to defeat the Bobble-ito? • How did Skippyjon get out of the house? • **What was Skippyjon doing when his sisters and mom found him?** Ask students to imagine this: Skippyjon does not defeat the Bobble ito...how else could he help his friends? Get students to suggest that he

build them a new dog house and tell students that's just what **they** are going to do.

**Challenge:** Each group will be responsible for ***building a new dog house for Skippyjon Jone's dog friends.*** The house must have an entrance, floor, walls and roof and be big enough to hold the dog comfortably. How will they do this?

**Build:** Divide students into four work groups and provide each group with a set of 3 dogs. Monitor each group by observation and asking pertinent questions: ***"Does a roof always have to be pitched" and "How can the dog fit inside that entrance? How could you make it bigger?"*** 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 wonderful doghouse for their dogs?