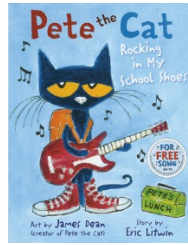


Pete the Cat: Rocking In My School Shoes



Pete the Cat is back and this time he's rocking in his school shoes. Pete discovers his classroom, the lunchroom and the playground but, oh no! He's lost his shoes! Can you help Pete find them?

Materials: “Pete the Cat: Rocking in My School Shoes” by Eric Litwin , DUPLO hula hoop, large base plates, DUPLO bricks and 2 pair of tiny shoes for each group.

Intro: Review rules and process of engineering.

Story: Display the book cover and read the title, pointing to each word. Lead a brief discussion that allows children to make some preliminary predictions about what will happen in the story.

- What do you see on the cover? (a cat, a guitar, musical notes, shoes, a lunch box)
- What do you notice about the cat? (It is playing guitar; It is wearing red shoes; It is wearing a backpack; It's name is Pete etc.)
- Why do you think the cat is playing a guitar? (Take several responses)
- Where do you think the cat is going? Why? (To school, because he has a lunch box and backpack)
- What places have you seen in our school? What is the name of our school? Which has been your favorite place to be?

Read aloud “**Pete the Cat**”. **Tell students that Pete has a problem – he's lost his new shoes!**

Challenge: Divide students into three groups and provide each group with two sets of small shoes. Explain to students that they will use DUPLO blocks and one of the large base plates to build one of three things:

Group A will build a classroom. **Group B** will build the lunchroom. **Group C** will build the playground. In addition to building these places, they must find spots to hide each of Pete's shoes for the other students to find. What will they need to build? Tables? Chairs? Cubbies? Slides? Brainstorm ideas with students before they start to build.

Build: Divide students into 3 work groups. If you like, assign one student to be the foreman. The foreman will make sure that everyone works together and presents questions to you on behalf of the group. Monitor each group by observing student interaction and asking pertinent questions, such as ***"What things do you remember finding in our classroom/lunchroom/playground?"*** ***"How can you build those things with blocks?"*** ***Where will you hide Pete's shoes?*** Allow students time to build.

Debrief: Gather students together and discuss problems and solutions that might have come up during the build time. Ask: ***"What worked?"*** ***"What didn't work?"***

Presentation: Visit each group's construction. The group presenting are 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. As a class, decide which constructions solved the problems and why. Allow groups to "find" where Pete has left his shoes.